# University High School: Past and Present

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# Teacher Education

Illinois State Normal University
December, 1957

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# TEACHER EDUCATION

*Field Service Bulletin of the Illinois State Normal University*
*Normal, Illinois* *December, 1957* *Vol. XX, No. 2*

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Published four times a year in the months of September, December, February, and April. Entered as second-class matter November 25, 1938, at the post office of Normal, Illinois, under the Act of August 24, 1912.

Printed at the Illinois State Normal University Press, Normal, Illinois

## FOREWORD

The desire to make a detailed study of the University High School was inspired by the bulletin, *The Nature of the School Population in the State of Illinois,** prepared under the chairmanship of President Robert G. Bone.

It is fitting on this the one hundredth birthday of the school that we look thoughtfully and happily at the achievements of the past century; it is of even greater moment that we study the aims and offerings of the school to be sure that we meet the needs of the fast-changing, challenging present. The emphasis all over the country upon education for the gifted, honors courses, advanced placement programs, and scholarship examinations testifies to a tightening up in secondary education. The public is demanding work of high quality and broadening scope but still requires that students of all levels of intelligence be educated. Those demands pose problems that only creative thinking and creative teaching can solve.

It is inspiring to be a part of such a vital program.

Robert B. Brome
Alice M. Eikenberry
Ruth Stroud, *Chairman*

* Robert G. Bone, Stewart R. Jones, and others, *The Nature of the School Population in the State of Illinois.* Illinois Curriculum Program Bulletin No. 24, Office of the Superintendent of Public Instruction, Springfield, Illinois. June, 1955.

# THE NATURE OF THE PRESENT POPULATION OF THE UNIVERSITY HIGH SCHOOL

HARRY D. LOVELASS*

The broad curricular offerings, the extensive extracurricular activities, and the well-trained faculty combine to provide an excellent secondary education for the students enrolled in University High School. The students are healthy, lively teenagers similar to those found in public high schools of comparable size. Some students come from wealthy homes; some, from homes of limited means. Some have high abilities and achievement levels. The student population, as a whole, is slightly above average in ability.

The enrollment at University High School is limited each year to 400 students. This is necessary because of the limited facilities on the Illinois State Normal University campus which may be devoted to the high school. Table I presents a breakdown of the total enrollment, 406, by grade level for the 1956-57 school year. The number of boys is substantially larger (56) than the number of girls. This is partially due to the larger number of boys than girls coming to University High School from the Illinois Soldiers' and Sailors' Children's School.

Admission to University High School is almost automatic for the students graduating from the campus elementary schools and from the Felmley Junior High School at Illinois Soldiers' and Sailors' Children's School. All others wishing to enroll must file applications with the high school principal. Approximately one-third of the entering freshman class each year is composed of students who have graduated from the eighth grade of Normal Public School, of Bloomington Public Schools, or of rural school districts surrounding Bloomington-Normal. A study of the home addresses of the current high school enrollment reveals a rather large dispersal of home locations.

Table II indicates that the largest single source of University High School students live in the city of Bloomington; 150 students, 36.9 per cent of the total student body, live there. Several students who have Bloomington or Normal addresses live in the rural areas and commute considerable distances to school each day. Each year some students, this year six, come to University High School from the surrounding McLean County towns. It is remarkable that a unity of school spirit is soon developed among the incoming freshmen each year, even though they come from such widely scattered areas.

The large number of schools which provide students for University High School may be seen by studying Table III. A total of 115 students in University High School graduated from the campus elementary schools. If the 131 Illinois Soldiers' and Sailors' Children's School students are added to the 115 from the campus elementary schools, we discover that 246 students come from campus or affiliated

* Principal, University High School

schools. The remaining 160 students, a substantial portion of the total enrollment, come mainly from the Bloomington schools. Only 21 students enrolled at University High School graduated from the eighth grade of the Normal Public Schools.

It was mentioned in the introductory paragraph of this section that the students at University High School are typical teenagers. It is impossible here to portray minutely their personalities. However, teachers and parents are impressed by their fierce loyalty to the school and their strong sense of responsibility for its well-being and reputation. This is due, doubtless, in large measure, to the excellence of classroom teaching that has aided students through the years to distinguish themselves in college, in work, in life. It also may, in part, be due to the presence of several activities, such as student council, student-controlled study halls, student-produced assemblies, and the like, which have as their main objective the building of desirable citizenship traits.

A valid portrayal of the abilities of the present student population can be presented. Tables IV, V, VI, VII, and VIII show the distribution of I. Q. scores earned by the University High School students on the Pintner General Ability Test, Verbal Series, Form A. An examination of the tables reveals that 54, 47.0 per cent, of the freshman have I.Q.'s of 110 and above; 64, 45.8 per cent, of the sophomores; 32, 35.6 per cent, of the juniors; and 27, 32.5 per cent, of the seniors. One hundred sixty-seven, 14.1 per cent, of the present population have I.Q.'s of 110 and above and are, therefore, superior intellectually. If an I.Q. of 120 and above indicates giftedness, as some authorities have stated, 79 or 19.5 per cent are in that category. One hundred seventy-four, 42.9 per cent, are in the average range, 80 to 110 I.Q.; 65, 16.0 per cent, are below average. Fourteen students have I.Q.'s of 130 or more. These scores indicate that the University High School students are a capable group.

The University High School participates each year in the Illinois Statewide Testing Program, which is sponsored for the high schools of the state of Illinois by the University of Illinois. Participation in this program is elective, but most of the high schools do enter. Five hundred eighteen schools participated during the 1956-57 school year. The statewide tests are given to juniors soon after school opens in September. The testing program includes tests which indicate the learning abilities and achievement levels of the students. Norms of the test are computed from the student population taking the tests that particular year. It is possible, therefore, to give the individual student valid information concerning his rank in comparison with other Illinois juniors by interpreting his percentile scores. It is also possible to discover the rank of the school in comparison with other Illinois high schools by studying the average percentile score for the juniors of the individual school.

By studying Table IX and X, we can answer the question "How do the University High School students compare in ability and

achievement with students from other Illinois high schools?" The University High School juniors of the past three years have ranked in the middle half or the top quarter in all test areas in both ability and achievement. Within this desirable range, there has been variation from year to year, indicating special abilities of individual classes. It is possible to conclude from the study of Table IX and X that the University High School juniors, as a group, have abilities and achievement levels definitely above average.

As the student takes the Illinois Statewide Tests, he is asked to answer questions concerning his tentative occupational choice, his favorite subject in high school, his favorite extracurricular activity, and his educational plans beyond high school. Tables XI, XII, XIII, XIV, XV, XVI, and XVII summarize the responses given by the 1954-55, 1955-56, and 1956-57 juniors on the above-designated topics.

The top tentative occupational choices of University High School boys were those of teacher, farmer, and engineer, in that order. The top tentative occupational choices of the University High School girls were those of secretary, teacher, and nurse, in that order. However, many occupations were chosen by one or two boys or girls.

Top favorite subjects listed by boys were mathematics, biology, English, science, and agriculture. Those listed by girls were English, mathematics, social studies, business, and home economics. As was true in tentative occupational choices, individual students listed nearly every subject in the curriculum at least once.

The favorite extracurricular activity of boys was athletics; of girls, dramatics. Once again, however, nearly every extracurricular activity of the school was chosen as a favorite activity by at least one student. The aim of the school is to maintain an extracurricular activity program which will meet the varied interests of the students. Some of the favorite activities reported were hobbies and not school-sponsored clubs.

Table XVII indicates that the University High School juniors are tentatively planning to continue their education beyond high school. Table XVIII shows that students with high academic ability plan for college training more often than do students with low ability. Students with high academic ability who do not plan to take further training above high school should be helped to examine objectively their plans for the future. Likewise, students with low academic ability who have made unrealistic plans for college attendance should be helped to study alternate goals which may offer better chances for success. Table XVIII points up the importance of an active program of guidance services for the University High School students to enable them to make realistic plans for the future. The prime objective of the school is to enable each student to develop to his highest potentialities and to become a responsible citizen in our democracy, working successfully and happily in an occupation of his choice.

**TABLE I**
THE 1956-57 STUDENT POPULATION
OF UNIVERSITY HIGH SCHOOL CLASSIFIED BY GRADE LEVELS

| Grade Level | Students | | |
|---|---|---|---|
| | Boys | Girls | Total |
| Freshmen | 68 | 57 | 115 |
| Sophomores | 60 | 58 | 118 |
| Juniors | 53 | 37 | 90 |
| Seniors | 50 | 33 | 83 |
| TOTALS | 231 | 175 | 406 |

**TABLE II**
THE 1956-57 STUDENT POPULATION OF UNIVERSITY HIGH SCHOOL CLASSIFIED BY CURRENT HOME ADDRESSES OF INDIVIDUAL STUDENTS.

| Home Address | Students | | | | | |
|---|---|---|---|---|---|---|
| | Boys | Per cent | Girls | Per cent | Total | Per cent |
| ISSCS | 81 | 35.1 | 50 | 28.6 | 131 | 32.3 |
| Bloomington | 84 | 36.4 | 66 | 37.7 | 150 | 36.9 |
| Normal | 61 | 26.4 | 58 | 33.1 | 119 | 29.3 |
| Other Towns | 5 | 2.1 | 1 | .6 | 6 | 1.5 |
| TOTALS | 231 | 100.0 | 175 | 100.0 | 406 | 100.0 |

**TABLE III**
THE 1956-57 STUDENT POPULATION OF UNIVERSITY HIGH SCHOOL CLASSIFIED BY ELEMENTARY AND JUNIOR HIGH SCHOOLS WHERE EIGHTH GRADE WORK WAS COMPLETED.

| School and Address | Students | | | | | |
|---|---|---|---|---|---|---|
| | Boys | | Girls | | Total | |
| | No. | Per cent | No. | Per cent | No. | Per cent |
| ISSCS (affiliated school, Normal, Illinois) | 81 | 35.1 | 50 | 28.6 | 131 | 32.3 |
| Metcalf (campus) | 48 | 20.8 | 47 | 26.9 | 95 | 23.4 |
| Washington (Bloomington) | 20 | 8.7 | 15 | 8.6 | 35 | 8.6 |
| Bent (Bloomington) | 20 | 8.7 | 12 | 6.9 | 32 | 7.9 |
| Central (Normal) | 12 | 5.2 | 9 | 5.1 | 21 | 5.2 |
| Fairchild Hall (Campus) | 9 | 3.9 | 11 | 6.3 | 20 | 4.9 |
| Irving (Bloomington) | 15 | 6.5 | 4 | 2.3 | 19 | 4.7 |
| Other Schools (Out of State) | 4 | 1.7 | 8 | 4.6 | 12 | 3.0 |
| Surrounding County Schools | 6 | 2.6 | 5 | 2.9 | 11 | 2.7 |
| Trinity Lutheran (Bloomington) | 4 | 1.7 | 6 | 3.4 | 10 | 2.5 |
| Other Schools (In state) | 7 | 3.0 | 2 | 1.1 | 9 | 2.2 |
| Holy Trinity (Bloomington) | 3 | 1.3 | 1 | 0.6 | 4 | 1.0 |
| St. Patrick's (Bloomington) | 3 | 1.3 | 1 | 0.6 | 3 | 0.7 |
| Transfers from other B-N High Schools | 0 | 0.0 | 2 | 1.1 | 2 | 0.5 |
| St. Mary's (Bloomington) | 0 | 0.0 | 2 | 1.1 | 2 | 0.5 |
| TOTALS | 231 | 100.0 | 175 | 100.0 | 406 | 100.0 |

## TABLE IV

THE 1956-57 FRESHMAN CLASS MEMBERS
CLASSIFIED ACCORDING TO PINTNER GENERAL ABILITY TEST
(VERBAL, FORM A) I. Q.'s.

| I. Q. | Students | | | | | |
|---|---|---|---|---|---|---|
| | Boys | | Girls | | Total | |
| | No. | Per cent | No. | Per cent | No. | Per cent |
| | No. | Per cent | No. | Per cent | No. | Per cent |
| 140 and above | 1 | 1.5 | 0 | 0.0 | 1 | 0.9 |
| 130-139 | 5 | 7.4 | 1 | 2.1 | 6 | 5.2 |
| 120-129 | 17 | 25.0 | 8 | 17.0 | 25 | 21.7 |
| 110-119 | 11 | 16.2 | 11 | 23.4 | 22 | 19.1 |
| 100-109 | 14 | 20.6 | 12 | 25.5 | 26 | 22.6 |
| 90- 99 | 10 | 14.7 | 8 | 17.0 | 18 | 15.7 |
| 80- 89 | 6 | 8.8 | 5 | 10.6 | 11 | 9.6 |
| 70- 79 | 2 | 2.9 | 2 | 4.3 | 4 | 3.5 |
| 69 and below | 2 | 2.9 | 0 | 0.0 | 2 | 1.7 |
| TOTALS | 68 | 100.0 | 47 | 100.0 | 115 | 100.0 |

## TABLE V

THE 1956-57 SOPHOMORE CLASS MEMBERS
CLASSIFIED ACCORDING TO PINTNER GENERAL ABILITY TEST
(VERBAL, FORM A) I. Q.'s

| I. Q. | Students | | | | | |
|---|---|---|---|---|---|---|
| | Boys | | Girls | | Total | |
| | No. | Per cent | No. | Per cent | No. | Per cent |
| 140 and above | 1 | 1.7 | 0 | 0.0 | 1 | 0.8 |
| 130-139 | 1 | 1.7 | 2 | 3.4 | 3 | 2.5 |
| 120-129 | 9 | 15.0 | 8 | 13.8 | 17 | 14.4 |
| 110-119 | 21 | 35.0 | 12 | 20.7 | 33 | 28.0 |
| 100-109 | 13 | 21.7 | 15 | 25.9 | 28 | 23.7 |
| 90- 99 | 11 | 18.3 | 14 | 24.1 | 25 | 21.2 |
| 80- 89 | 3 | 5.0 | 5 | 8.6 | 8 | 6.8 |
| 70- 79 | 0 | 0.0 | 1 | 1.7 | 1 | 0.8 |
| 69 and below | 1 | 1.7 | 1 | 1.7 | 2 | 1.7 |
| TOTALS | 60 | 100.0 | 58 | 100.0 | 118 | 100.0 |

## TABLE VI

THE 1956-57 JUNIOR CLASS MEMBERS
CLASSIFIED ACCORDING TO PINTNER GENERAL ABILITY TEST
(VERBAL, FORM A) I. Q.'s

| I. Q. | Students | | | | | |
|---|---|---|---|---|---|---|
| | Boys | | Girls | | Total | |
| | No. | Per cent | No. | Per cent | No. | Per cent |
| 140 and above | 0 | 0.0 | 1 | 2.7 | 1 | 1.1 |
| 130-139 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 120-129 | 5 | 9.4 | 9 | 24.3 | 14 | 15.6 |
| 110-119 | 8 | 15.1 | 9 | 24.3 | 17 | 18.9 |
| 100-109 | 26 | 49.1 | 8 | 21.6 | 34 | 37.8 |
| 90- 99 | 3 | 5.7 | 3 | 8.1 | 6 | 6.7 |
| 80- 89 | 7 | 13.2 | 5 | 13.5 | 12 | 13.3 |
| 70- 79 | 3 | 5.7 | 1 | 2.7 | 4 | 4.4 |
| 69 and below | 1 | 1.9 | 1 | 2.7 | 2 | 2.2 |
| TOTAL | 53 | 100.0 | 37 | 100.0 | 90 | 100.0 |

## TABLE VII

THE 1956-57 SENIOR CLASS MEMBERS
CLASSIFIED ACCORDING TO PINTNER GENERAL ABILITY TEST
(VERBAL, FORM A) I. Q.'s

| I. Q. | Students | | | | | |
|---|---|---|---|---|---|---|
| | Boys | | Girls | | Total | |
| | No. | Per cent | No. | Per cent | No. | Per cent |
| 140 and above | 1 | 2.0 | 0 | 0.0 | 1 | 1.2 |
| 130-139 | 1 | 2.0 | 0 | 0.0 | 1 | 1.2 |
| 120-129 | 4 | 8.0 | 5 | 15.2 | 9 | 10.8 |
| 110-119 | 13 | 26.0 | 3 | 9.1 | 16 | 19.3 |
| 100-109 | 12 | 24.0 | 12 | 36.4 | 24 | 28.9 |
| 90- 99 | 8 | 16.0 | 5 | 15.2 | 13 | 15.7 |
| 80- 89 | 7 | 14.0 | 7 | 21.2 | 14 | 16.9 |
| 70- 79 | 2 | 4.0 | 0 | 0.0 | 2 | 2.4 |
| 69 and below | 2 | 4.0 | 1 | 3.0 | 3 | 3.6 |
| TOTAL | 50 | 100.0 | 33 | 100.0 | 83 | 100.0 |

## TABLE VIII

THE 1956-57 STUDENT POPULATION
CLASSIFIED ACCORDING TO PINTNER GENERAL ABILITY TEST
(VERBAL, FORM A) I. Q.'s

| I. Q. | Class | Boys | | Girls | | Total | |
|---|---|---|---|---|---|---|---|
| | | No. | Per cent | No. | Per cent | No. | Per cent |
| 140 and above | Senior | 1 | | 0 | | 1 | |
| | Junior | 0 | | 1 | | 1 | |
| | Sophomore | 1 | | 0 | | 1 | |
| | Freshman | 1 | | 0 | | 1 | |
| | Total | 3 | 1.3 | 1 | 0.6 | 4 | 1.0 |
| 130-139 | Senior | 1 | | 0 | | 1 | |
| | Junior | 0 | | 0 | | 0 | |
| | Sophomore | 1 | | 2 | | 3 | |
| | Freshman | 5 | | 1 | | 6 | |
| | Total | 7 | 3.0 | 3 | 1.7 | 10 | 2.5 |
| 120-129 | Senior | 4 | | 5 | | 9 | |
| | Junior | 5 | | 9 | | 14 | |
| | Sophomore | 9 | | 8 | | 17 | |
| | Freshman | 17 | | 8 | | 25 | |
| | Total | 35 | 12.5 | 30 | 17.1 | 65 | 16.0 |
| 110-119 | Senior | 13 | | 3 | | 16 | |
| | Junior | 8 | | 9 | | 17 | |
| | Sophomore | 21 | | 12 | | 33 | |
| | Freshman | 11 | | 11 | | 22 | |
| | Total | 53 | 22.9 | 35 | 20.0 | 88 | 21.7 |
| 100-109 | Senior | 12 | | 12 | | 24 | |
| | Junior | 26 | | 8 | | 34 | |
| | Sophomore | 13 | | 15 | | 28 | |
| | Freshman | 14 | | 12 | | 26 | |
| | Total | 65 | 28.1 | 47 | 26.9 | 112 | 27.6 |
| 90- 99 | Senior | 8 | | 5 | | 13 | |
| | Junior | 3 | | 3 | | 6 | |
| | Sophomore | 11 | | 14 | | 25 | |
| | Freshman | 10 | | 8 | | 18 | |
| | Total | 32 | 13.9 | 30 | 17.1 | 62 | 15.3 |
| 80- 89 | Senior | 7 | | 7 | | 14 | |
| | Junior | 7 | | 5 | | 12 | |
| | Sophomore | 3 | | 5 | | 8 | |
| | Freshman | 6 | | 5 | | 11 | |
| | Total | 23 | 10.0 | 22 | 12.6 | 45 | 11.1 |
| 70- 79 | Senior | 2 | | 0 | | 2 | |
| | Junior | 3 | | 1 | | 4 | |
| | Sophomore | 0 | | 1 | | 1 | |
| | Freshman | 2 | | 2 | | 4 | |
| | Total | 7 | 3.0 | 4 | 2.3 | 11 | 2.7 |
| 69 and below | Senior | 2 | | 1 | | 3 | |
| | Junior | 1 | | 1 | | 2 | |
| | Sophomore | 1 | | 1 | | 2 | |
| | Freshman | 2 | | 0 | | 2 | |
| | Total | 6 | 2.6 | 3 | 1.7 | 9 | 2.2 |
| TOTALS | Senior | 50 | | 33 | | 83 | |
| | Junior | 53 | | 37 | | 90 | |
| | Sophomore | 60 | | 58 | | 118 | |
| | Freshman | 68 | | 47 | | 115 | |
| Grand Total | | 231 | 100.0 | 175 | 100.0 | 406 | 100.0 |

## TABLE IX

A COMPARISON OF THE AVERAGE PERCENTILE SCORES MADE BY UNIVERSITY HIGH SCHOOL JUNIORS WITH THOSE OF JUNIORS OF SCHOOLS OF COMPARABLE SIZE IN THE ILLINOIS STATEWIDE TESTING PROGRAM AS IT INDICATES LEARNING ABILITY.

| | 1954-55 Juniors | | | 1955-56 Juniors | | | 1956-57 Juniors | | |
|---|---|---|---|---|---|---|---|---|---|
| Divisions by Quartiles | Learning Ability D.A.T. | | | Learning Ability D.A.T. | | | Learning Ability D.A.T. | | |
| | A.R. | V.R. | Total | A.R. | V.R. | Total | A.R. | V.R. | Total |
| Top Quarter | 59.2 | | 57.4 | 65.2 | | 62.1 | 60.4 | | 56.5 |
| Upper Middle | | 54.4 | | | 56.0 | | | 52.4 | |
| MIDDLE HALF | | | | | | | | | |
| Lower Middle | | | | | | | | | |
| Lowest Quarter | | | | | | | | | |

Key:

D.A.T.—Differential Aptitude Test, a measure of learning ability.

A.R.—Abstract Reasoning, an index of the student's ability to work with non-language materials.

V.R.—Verbal Reasoning, an index of the student's ability to work with language materials.

TOTAL—Total Reasoning, an index of the student's general academic abilities.

## TABLE X

A COMPARISON OF THE AVERAGE PERCENTILE SCORES MADE BY UNIVERSITY HIGH SCHOOL JUNIORS WITH THOSE OF JUNIORS OF SCHOOLS OF COMPARABLE SIZE IN THE ILLINOIS STATEWIDE TESTING AS IT PERTAINS TO ACHIEVEMENT.

| Divisions by Quartiles | 1954-55 Juniors | | | | | 1955-56 Juniors | | | | | 1956-57 Juniors | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | In achievement in certain basic skills | | | | | In achievement in certain basic skills | | | | | In achievement in certain basic skills | | | | |
| | Reading | | Writing | | | Reading | | Writing | | | Reading | | Writing | | |
| | NSR | SSR | ACH | CON | FUTL | NSR | SSR | ACH | CON | FUTL | NSR | SSR | ACH | CON | FUTL |
| Top quarter | | | 50.0 | | | | | 63.7 | | 58.2 | 55.4 | 55.1 | 53.3 | 53.5 | |
| Upper Middle | 53.1 | | | 52.4 | 48.1 | 56.1 | | | 55.3 | | | | | | 54.1 |
| MIDDLE HALF | | | | | | | | | | | | | | | |
| Lower Middle | | 44.8 | | | | | | 55.1 | | | | | | | |
| Lowest Quartile | | | | | | | | | | | | | | | |

Key:

NSR—Natural science reading comprehension

SSR—Social science reading comprehension

CON—Conventional error score, which is an index of the student's ability to avoid errors in the use of the conventions of correct and formal English.

ACH—Achievement score, which is an index of the student's ability to express his thoughts in writing in a correct and clear manner.

FUTL—Functional error score, which is an index of the student's ability to avoid errors impairing the meaning of his communication.

TABLE XI

RESPONSES OF MALE UNIVERSITY HIGH SCHOOL JUNIORS ON THE ILLINOIS STATEWIDE TEST TO THE QUESTION "WHAT OCCUPATION DO YOU HOPE TO ENTER?"

| Occupations | 1954-55 | | 1955-56 | | 1956-59 | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Teacher | 5 | 12.8 | 4 | 7.3 | 8 | 14.8 | 17 | 11.5 |
| Farmer | 3 | 7.7 | 11 | 20.0 | 2 | 3.7 | 16 | 10.8 |
| Engineer | 2 | 5.1 | 4 | 7.3 | 8 | 14.8 | 14 | 9.5 |
| Chemist or Chemical Engineer | 4 | 10.3 | 3 | 5.5 | 1 | 1.9 | 8 | 5.4 |
| Military | 1 | 2.6 | 3 | 5.5 | 3 | 5.6 | 7 | 4.7 |
| Undecided | 2 | 5.1 | 2 | 3.6 | 2 | 3.7 | 6 | 4.1 |
| Private Business | 1 | 2.6 | 1 | 1.8 | 3 | 5.6 | 5 | 3.4 |
| Biological Research | 1 | 2.6 | 2 | 3.6 | 1 | 1.9 | 4 | 2.7 |
| Professional Baseball | | | 1 | 1.8 | 3 | 5.6 | 4 | 2.7 |
| Carpenter | | | 1 | 1.8 | 2 | 3.7 | 3 | 2.0 |
| Dentist | 1 | 2.6 | 1 | 1.8 | 1 | 1.9 | 3 | 2.0 |
| Law | 2 | 5.1 | | | 1 | 1.9 | 3 | 2.0 |
| Mechanics | 2 | 5.1 | 1 | 1.8 | | | 3 | 2.0 |
| Pharmacist | 1 | 2.6 | | | 2 | 3.7 | 3 | 2.0 |
| Accountant | | | 2 | 3.6 | | | 2 | 1.4 |
| Airplane Pilot | | | 1 | 1.8 | 1 | 1.9 | 2 | 1.4 |
| Announcer, Sports | | | 2 | 3.6 | | | 2 | 1.4 |
| Conservation | 1 | 2.6 | 1 | 1.8 | | | 2 | 1.4 |
| Draftsman | | | | | 2 | 3.7 | 2 | 1.4 |
| Electronics | | | 1 | 1.8 | 1 | 1.9 | 2 | 1.4 |
| Machinist | 1 | 2.6 | 1 | 1.8 | | | 2 | 1.4 |
| Missionary | 1 | 2.6 | 1 | 1.8 | | | 2 | 1.4 |
| Music | 1 | 2.6 | 1 | 1.8 | | | 2 | 1.4 |
| Toolmaker | | | | | 2 | 3.7 | 2 | 1.4 |
| Salesman | 2 | 5.1 | | | | | 2 | 1.4 |
| Veterinarian | 1 | 2.6 | | | 1 | 1.9 | 2 | 1.4 |
| Actuary | | | 1 | 1.8 | | | 1 | 0.7 |
| Advertising | 1 | 2.6 | | | | | 1 | 0.7 |
| Architect | 1 | 2.6 | | | | | 1 | 0.7 |
| Automotive Designer | | | | | 1 | 1.9 | 1 | 0.7 |
| Automotive, Test Driver | | | | | 1 | 1.9 | 1 | 0.7 |
| Banker | | | | | 1 | 1.9 | 1 | 0.7 |
| Bartender | | | 1 | 1.8 | | | 1 | 0.7 |
| Breeder of Race Horses | | | | | 1 | 1.9 | 1 | 0.7 |
| Bricklayer | | | 1 | 1.8 | | | 1 | 0.7 |
| Bus Driver | | | | | 1 | 1.9 | 1 | 0.7 |
| Business Administration | | | | | 1 | 1.9 | 1 | 0.7 |
| Contractor | | | 1 | 1.8 | | | 1 | 0.7 |
| Dramatics | 1 | 2.6 | | | | | 1 | 0.7 |
| Electrician | | | 1 | 1.8 | | | 1 | 0.7 |
| Entertainment | 1 | 2.6 | | | | | 1 | 0.7 |
| Flight Engineer | | | 1 | 1.8 | | | 1 | 0.7 |
| Forestry | | | 1 | 1.8 | | | 1 | 0.7 |
| Geologist | | | 1 | 1.8 | | | 1 | 0.7 |
| Mathematician | | | | | 1 | 1.9 | 1 | 0.7 |
| Medicine | | | 1 | 1.8 | | | 1 | 0.7 |
| Photography | | | | | 1 | 1.9 | 1 | 0.7 |
| Policeman | 1 | 2.6 | | | | | 1 | 0.7 |
| Rancher | | | | | 1 | 1.9 | 1 | 0.7 |
| Radio & T-V Repairman | | | 1 | 1.8 | | | 1 | 0.7 |
| Salesclerk | | | 1 | 1.8 | | | 1 | 0.7 |
| Theatre Manager | 1 | 2.6 | | | | | 1 | 0.7 |
| Trucker | 1 | 2.6 | | | | | 1 | 0.7 |
| Writer | | | | | 1 | 1.9 | 1 | 0.7 |
| Total | 39 | 100.0 | 55 | 100.0 | 54 | 100.0 | 148 | 100.0 |

## TABLE XII

RESPONSES OF FEMALE UNIVERSITY HIGH SCHOOL JUNIORS ON THE ILLINOIS STATEWIDE TEST ON THE QUESTION "WHAT OCCUPATION DO YOU HOPE TO ENTER?"

| Occupations | 1954-55 | | 1955-56 | | 1956-57 | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Secretary | 9 | 32.0 | 8 | 22.2 | 9 | 22.5 | 26 | 25.0 |
| Teacher | 9 | 32.0 | 6 | 16.7 | 8 | 20.0 | 23 | 22.1 |
| Nurse | 2 | 7.1 | 3 | 8.3 | 11 | 27.5 | 16 | 15.4 |
| Airline Stewardess | | | 2 | 5.6 | 2 | 5.0 | 4 | 3.8 |
| Private Business | 1 | 3.6 | 1 | 2.8 | 2 | 5.0 | 4 | 3.8 |
| Music | 1 | 3.6 | 1 | 2.8 | 1 | 2.5 | 3 | 2.9 |
| Undecided | 1 | 3.6 | 1 | 2.8 | 1 | 2.5 | 3 | 2.9 |
| Beautician | 1 | 3.6 | 1 | 2.8 | | | 2 | 1.9 |
| Clothing Designer | | | 1 | 2.8 | 1 | 2.5 | 2 | 1.9 |
| Laboratory Technician | 1 | 3.6 | 1 | 2.8 | | | 2 | 1.9 |
| Modeling | | | 2 | 5.6 | | | 2 | 1.9 |
| Physical Therapist | | | 2 | 5.6 | | | 2 | 1.9 |
| Science Research | 1 | 3.6 | 1 | 2.8 | | | 2 | 1.9 |
| Archeologist | | | 1 | 2.8 | | | 1 | 1.0 |
| Commercial Art | | | 1 | 2.8 | | | 1 | 1.0 |
| Dance Instructor | | | | | 1 | 2.5 | 1 | 1.0 |
| Dietitian | | | 1 | 2.8 | | | 1 | 1.0 |
| Journalist | 1 | 3.6 | | | | | 1 | 1.0 |
| Mathematician | 1 | 3.6 | | | | | 1 | 1.0 |
| Personnel Director | | | 1 | 2.8 | | | 1 | 1.0 |
| Psychologist | | | | | 1 | 2.5 | 1 | 1.0 |
| Receptionist | | | | | 1 | 2.5 | 1 | 1.0 |
| Social Worker | | | | | 1 | 2.5 | 1 | 1.0 |
| Song Evangelist | | | | | 1 | 2.5 | 1 | 1.0 |
| Stockroom Girl | | | 1 | 2.8 | | | 1 | 1.0 |
| Veterinarian | | | 1 | 2.8 | | | 1 | 1.0 |
| Total | 28 | 100.0 | 36 | 100.0 | 40 | 100.0 | 104 | 100.0 |

## TABLE XIII

RESPONSES OF MALE UNIVERSITY HIGH SCHOOL JUNIORS ON THE ILLINOIS STATEWIDE TEST TO THE QUESTION "WHAT IS YOUR FAVORITE SUBJECT?"

| Subjects | 1954-55 | | 1955-56 | | 1956-57 | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Mathematics | 7 | 17.9 | 9 | 16.4 | 10 | 18.5 | 26 | 17.6 |
| Biology | 5 | 12.8 | 4 | 7.3 | 6 | 11.1 | 15 | 10.1 |
| English | 3 | 7.7 | 3 | 5.5 | 9 | 16.7 | 15 | 10.1 |
| Science | 1 | 2.6 | 11 | 20.0 | | | 12 | 8.1 |
| Agriculture | 2 | 5.1 | 7 | 12.7 | 2 | 3.7 | 11 | 7.4 |
| General Shop | | | 2 | 3.6 | 5 | 9.3 | 7 | 4.7 |
| Woodworking | 2 | 5.1 | | | 5 | 9.3 | 7 | 4.7 |
| Industrial Arts | 1 | 2.6 | 5 | 9.1 | | | 6 | 4.1 |
| Chemistry | 3 | 7.7 | | | 2 | 3.7 | 5 | 3.4 |
| Physics | | | 3 | 5.5 | 2 | 3.7 | 5 | 3.4 |
| World History | 2 | 5.1 | 1 | 1.8 | 2 | 3.7 | 5 | 3.4 |
| General Science | | | | | 4 | 7.4 | 4 | 2.7 |
| Psychology | 2 | 5.1 | 2 | 3.7 | | | 4 | 2.7 |
| Geography | 2 | 5.1 | 1 | 1.8 | | | 3 | 2.0 |

| | No. | % | No. | % | No. | % | No. | % |
|---|---|---|---|---|---|---|---|---|
| Mechanical Drawing | 1 | 2.6 | 1 | 1.8 | 1 | 1.9 | 3 | 2.0 |
| Band | 2 | 5.1 | | | | | 2 | 1.4 |
| General Business | | | 1 | 1.8 | 1 | 1.9 | 2 | 1.4 |
| Metalworking | | | 1 | 1.8 | 1 | 1.9 | 2 | 1.4 |
| Printing | 1 | 2.6 | | | 1 | 1.9 | 2 | 1.4 |
| Physical Education | | | 2 | 3.6 | | | 2 | 1.4 |
| No favorite subject indicated | 2 | 5.1 | | | | | 2 | 1.4 |
| Art | | | | | 1 | 1.9 | 1 | 0.7 |
| Foreign Languages | | | 1 | 1.8 | | | 1 | 0.7 |
| French | | | 1 | 1.8 | | | 1 | 0.7 |
| Government | 1 | 2.6 | | | | | 1 | 0.7 |
| History | 1 | 2.6 | | | | | 1 | 0.7 |
| Music Theory | 1 | 2.6 | | | | | 1 | 0.7 |
| Spanish | | | 1 | 1.8 | | | 1 | 0.7 |
| Speech | | | 1 | 1.8 | | | 1 | 0.7 |
| Total | 39 | 100.0 | 55 | 100.0 | 54 | 100.0 | 148 | 100.0 |

## TABLE XIV

RESPONSES OF FEMALE UNIVERSITY HIGH SCHOOL JUNIORS ON THE ILLINOIS STATEWIDE TEST TO THE QUESTION "WHAT IS YOUR FAVORITE SUBJECT?"

| Subjects | 1954-55 | | 1955-56 | | 1956-57 | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| English | 4 | 14.3 | 6 | 16.7 | 11 | 27.5 | 21 | 20.2 |
| Mathematics | 1 | 3.6 | 2 | 5.6 | 4 | 10.0 | 7 | 6.7 |
| Social Studies | | | 3 | 8.3 | 4 | 10.0 | 7 | 6.7 |
| Business | 1 | 3.6 | 5 | 13.9 | | | 6 | 5.8 |
| Home Economics | 2 | 7.1 | 2 | 5.6 | 2 | 5.0 | 6 | 5.8 |
| Physical Education | 1 | 3.6 | 2 | 5.6 | 2 | 5.0 | 5 | 4.8 |
| Science | 2 | 7.1 | 3 | 8.3 | | | 5 | 4.8 |
| Art | 1 | 3.6 | 2 | 5.6 | 1 | 2.5 | 4 | 3.8 |
| Foreign Language | 2 | 7.1 | 2 | 5.6 | | | 4 | 3.8 |
| General Science | | | | | 4 | 10.0 | 4 | 3.8 |
| Shorthand | 4 | 14.3 | | | | | 4 | 3.8 |
| Biology | 1 | 3.6 | 2 | 5.6 | | | 3 | 2.9 |
| General Business | | | | | 3 | 7.5 | 3 | 2.9 |
| History | 1 | 3.6 | | | 2 | 5.0 | 3 | 2.9 |
| Sociology | 2 | 7.1 | | | 1 | 2.5 | 3 | 2.9 |
| Typing | 2 | 7.1 | 1 | 2.8 | | | 3 | 2.9 |
| Bookkeeping | | | 1 | 2.8 | 1 | 2.5 | 2 | 1.9 |
| Chemistry | 1 | 3.6 | | | 1 | 2.5 | 2 | 1.9 |
| French | 1 | 3.6 | | | 1 | 2.5 | 2 | 1.9 |
| Physics | | | 1 | 2.8 | 1 | 2.5 | 2 | 1.9 |
| Band | 1 | 3.6 | | | | | 1 | 1.0 |
| Chorus | | | | | 1 | 2.5 | 1 | 1.0 |
| Geography | | | 1 | 2.8 | | | 1 | 1.0 |
| German | | | 1 | 2.8 | | | 1 | 1.0 |
| Government | | | | | 1 | 2.5 | 1 | 1.0 |
| Latin | | | 1 | 2.8 | | | 1 | 1.0 |
| Spanish | | | 1 | 2.8 | | | 1 | 1.0 |
| World History | 1 | 3.6 | | | | | 1 | 1.0 |
| Total | 28 | 100.0 | 36 | 100.0 | 40 | 100.0 | 104 | 100.0 |

## TABLE XV

RESPONSES OF MALE UNIVERSITY HIGH SCHOOL JUNIORS ON THE ILLINOIS STATEWIDE TEST TO THE QUESTION "WHAT IS YOUR FAVORITE EXTRACURRICULAR ACTIVITY?"

| Extracurricular Activities | 1954-55 | | 1955-56 | | 1956-57 | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Athletics | 21 | 53.8 | 24 | 43.6 | 27 | 50.0 | 72 | 48.7 |
| No favorite activity indicated | 5 | 12.8 | 11 | 20.0 | 9 | 16.7 | 25 | 16.9 |
| Science Club | | | 5 | 9.1 | 1 | 1.9 | 6 | 4.1 |
| Drama Club | 2 | 5.1 | 2 | 3.6 | | | 4 | 2.7 |
| Photography Club | 1 | 2.6 | 2 | 3.6 | 1 | 1.9 | 4 | 2.7 |
| Automotive Club | | | | | 3 | 5.6 | 3 | 2.0 |
| Math Club | 2 | 5.1 | 1 | 1.8 | | | 3 | 2.0 |
| Speech | 3 | 7.7 | | | | | 3 | 2.0 |
| Church Activities | | | 1 | 1.8 | 1 | 1.9 | 2 | 1.4 |
| Dance Band | | | | | 2 | 3.7 | 2 | 1.4 |
| DeMolay | 2 | 5.1 | | | | | 2 | 1.4 |
| Farm Work | 1 | 2.6 | | | 1 | 1.9 | 2 | 1.4 |
| Archery | | | | | 1 | 1.9 | 1 | 0.7 |
| Art | | | 1 | 1.8 | | | 1 | 0.7 |
| Band | 1 | 2.6 | | | | | 1 | 0.7 |
| Boy Scouts | | | | | 1 | 1.9 | 1 | 0.7 |
| Build & Repair Radios | | | | | 1 | 1.9 | 1 | 0.7 |
| Carpenters Club | | | | | 1 | 1.9 | 1 | 0.7 |
| Citizenship Education Project | | | 1 | 1.8 | | | 1 | 0.7 |
| Chess | | | | | 1 | 1.9 | 1 | 0.7 |
| Civil Air Patrol | | | | | 1 | 1.9 | 1 | 0.7 |
| Drum Corps | | | 1 | 1.8 | | | 1 | 0.7 |
| Future Business Leaders of America | | | 1 | 1.8 | | | 1 | 0.7 |
| Future Farmers of America | | | 1 | 1.8 | | | 1 | 0.7 |
| 4-H Club | | | 1 | 1.8 | | | 1 | 0.7 |
| Ham Radio Club | | | 1 | 1.8 | | | 1 | 0.7 |
| Latin Club | 1 | 2.6 | | | | | 1 | 0.7 |
| Model Planes | | | 1 | 1.8 | | | 1 | 0.7 |
| Reading | | | 1 | 1.8 | | | 1 | 0.7 |
| Science Hobbies | | | | | 1 | 1.9 | 1 | 0.7 |
| Training Horses | | | | | 1 | 1.9 | 1 | 0.7 |
| Working with Tools | | | | | 1 | 1.9 | 1 | 0.7 |
| Total | 39 | 100.0 | 55 | 100.0 | 54 | 100.0 | 148 | 100.0 |

## TABLE XVI

RESPONSES OF FEMALE UNIVERSITY HIGH SCHOOL JUNIORS ON THE ILLINOIS STATEWIDE TEST TO THE QUESTION "WHAT IS YOUR FAVORITE EXTRACURRICULAR ACTIVITY?"

| Extracurricular Activities | 1954-55 | | 1955-56 | | 1956-57 | | Total | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| Dramatics | 5 | 17.9 | 7 | 19.4 | 3 | 7.5 | 15 | 14.4 |
| Girls' Athletic Association | 3 | 10.7 | 3 | 8.3 | 8 | 20.0 | 14 | 13.5 |
| School Yearbook | 4 | 14.3 | 2 | 5.6 | 7 | 17.5 | 13 | 12.5 |
| No favorite activity indicated | 1 | 3.6 | 6 | 16.7 | 3 | 7.5 | 10 | 9.6 |
| Business Club | 3 | 10.7 | 2 | 5.6 | 1 | 2.5 | 6 | 5.8 |
| Athletics | 1 | 3.6 | 3 | 8.3 | 1 | 2.5 | 5 | 4.8 |
| Science Club | 3 | 10.7 | 2 | 5.6 | | | 5 | 4.8 |
| Student Government | 2 | 7.1 | 1 | 2.8 | 2 | 5.0 | 5 | 4.8 |
| Future Homemakers Club | 1 | 3.6 | 1 | 2.8 | 2 | 5.0 | 4 | 3.8 |
| Future Nurses Club | | | 2 | 5.6 | 2 | 5.0 | 4 | 3.8 |
| Reading Club | | | 1 | 2.8 | 3 | 7.5 | 4 | 3.8 |
| Girls' Masonic Group | 2 | 7.1 | | | 1 | 2.5 | 3 | 2.9 |
| Glee Club | | | | | 3 | 7.5 | 3 | 2.9 |
| Church Work | | | 1 | 2.8 | 1 | 2.5 | 2 | 1.9 |
| Art | | | 1 | 2.8 | | | 1 | 1.0 |
| Church Choir | | | | | 1 | 2.5 | 1 | 1.0 |
| Citizens Education Project | | | | | 1 | 2.5 | 1 | 1.0 |
| Future Teachers of America | 1 | 3.6 | | | | | 1 | 1.0 |
| Kennel Club | | | 1 | 2.8 | | | 1 | 1.0 |
| Latin Club | 1 | 3.6 | | | | | 1 | 1.0 |
| Math Club | | | 1 | 2.8 | | | 1 | 1.0 |
| Music | | | 1 | 2.8 | | | 1 | 1.0 |
| Speech | 1 | 3.6 | | | | | 1 | 1.0 |
| Social Club | | | 1 | 2.8 | | | 1 | 1.0 |
| Writing | | | | | 1 | 2.5 | 1 | 1.0 |
| Total | 28 | 100.0 | 36 | 100.0 | 40 | 100.0 | 104 | 100.0 |

## TABLE XVII

EDUCATIONAL PLANS OF UNIVERSITY HIGH SCHOOL STUDENTS AS INDICATED ON THE ILLINOIS STATEWIDE TEST.

| Educational Plans | Junior Students 1954-55 No. | 1955-56 No. | 1956-57 No. | Total No. | % |
|---|---|---|---|---|---|
| College or University Work | | | | | |
| Boys | 30 | 41 | 36 | 107 | |
| Girls | 17 | 23 | 22 | 62 | |
| Total | 47 | 64 | 58 | 169 | 67.6 |
| Trade or Vocational Training | | | | | |
| Boys | 1 | 1 | 5 | 7 | |
| Girls | 5 | 4 | 8 | 17 | |
| Total | 6 | 5 | 13 | 24 | 9.6 |
| No Further Formal Schooling | | | | | |
| Boys | 8 | 13 | 11 | 32 | |
| Girls | 6 | 9 | 10 | 25 | |
| Total | 14 | 22 | 21 | 57 | 22.8 |
| Grand Total | 67 | 91 | 92 | 250 | 100.0 |

## TABLE XVIII

EDUCATIONAL PLANS OF UNIVERSITY HIGH SCHOOL JUNIORS COMPARED WITH TOTAL REASONING PERCENTILE SCORES OBTAINED ON THE ILLINOIS STATEWIDE TEST.

| Percentile Interval | Educational Plans: College or University 1954 | 1955 | 1956 | Total | | Vocational or Trade 1954 | 1955 | 1956 | Total | | No Schooling 1954 | 1955 | 1956 | Total | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N. | N. | N. | N. | % | N. | N. | N. | N. | % | N. | N. | N. | N. | % | N. | % |
| 90-99 | 15 | 16 | 8 | 39 | 23.1 | 0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 1 | 1 | 1.8 | 40 | 16.0 |
| 80-89 | 9 | 11 | 8 | 28 | 16.6 | 0 | 0 | 2 | 2 | 8.3 | 0 | 2 | 1 | 3 | 5.3 | 33 | 13.2 |
| 70-79 | 2 | 5 | 9 | 16 | 9.5 | 1 | 1 | 0 | 2 | 8.3 | 0 | 1 | 1 | 2 | 3.5 | 20 | 8.0 |
| 60-69 | 2 | 10 | 11 | 23 | 13.6 | 1 | 0 | 1 | 2 | 8.3 | 1 | 2 | 1 | 4 | 7.0 | 29 | 11.6 |
| 50-59 | 2 | 4 | 4 | 10 | 5.9 | 0 | 0 | 2 | 2 | 8.3 | 3 | 2 | 4 | 9 | 15.8 | 21 | 8.4 |
| 40-49 | 3 | 3 | 5 | 11 | 6.5 | 1 | 3 | 3 | 7 | 29.2 | 0 | 3 | 1 | 4 | 7.0 | 22 | 8.8 |
| 30-39 | 3 | 8 | 6 | 17 | 10.1 | 1 | 0 | 3 | 4 | 16.7 | 2 | 3 | 4 | 9 | 15.8 | 30 | 12.0 |
| 20-29 | 2 | 1 | 0 | 3 | 1.8 | 2 | 1 | 1 | 4 | 16.7 | 6 | 5 | 0 | 11 | 19.3 | 18 | 7.2 |
| 10-19 | 4 | 6 | 1 | 11 | 6.5 | 0 | 0 | 1 | 1 | 4.2 | 1 | 1 | 3 | 5 | 8.8 | 17 | 6.8 |
| 1- 9 | 5 | 0 | 6 | 11 | 6.5 | 0 | 0 | 0 | 0 | 0.0 | 1 | 3 | 5 | 9 | 15.8 | 20 | 8.0 |
| Total | 47 | 64 | 58 | 169 | 100.0 | 6 | 5 | 13 | 24 | 100.0 | 14 | 22 | 21 | 57 | 100.0 | 250 | 100.0 |

# FOLLOW-UP OF THE GRADUATES OF THE UNIVERSITY HIGH SCHOOL

HARRY D. LOVELASS*

A description of the student population of University High School would not be complete without information about the recent graduates. The committee responsible for preparing the centennial issue of *Teacher Education* devoted to University High School decided that a follow-up should be made of the classes of 1946 through 1956. A questionnaire was prepared to collect information about the graduates of those years.

Questionnaires were sent to a total of 747 graduates of the years 1946-56. Ninety-six letters were returned to the high school office because the individuals had moved and their forwarding addresses were unknown. Of the 651 graduates who apparently received the questionnaires, 249 filled out and returned them to the high school office as requested.

Confident that the graduates had been carrying on in the tradition of service which they had learned so well while at University High School, the committee wished to learn about their further achievements and honors. The committee wished also to learn specifically what could be done to improve the experiences for high school students so that University High School could become a still better school. A section of the questionnaire asked the graduates to name courses and extracurricular activities which, in their opinions, provided valuable background and training for success in later years. The item in the questionnaire which read "Tell us about any unusual experiences which you have had" was an invitation for graduates to tell more about themselves than the cold questionnaire would encourage. Many of those who returned the completed forms also included personal notes which were highly enjoyed by the author.

The 747 graduates in the follow-up study were a capable group. According to the high school records, 23 per cent had I.Q.'s of 120 and above; 16 per cent, 110 to 120; 50 per cent, 90 to 110, and 11 per cent below 90. In another manner we might describe their abilities by saying 23 per cent were gifted; 16 per cent were superior; 50 per cent were average; and 11 per cent were below average.

Table XIX shows that of the 249 graduates returning the questionnaire, 97 (39 per cent) were men, and 152 (61 per cent) were women. The typical graduate who returned the questionnaire lives in Bloomington-Normal, is married if a graduate of over four or five years and single if less than that, and has attended college.

The impression held by faculty members that many University High School graduates do their college work at Illinois State Normal University is borne out by statistics given in Table XX. Seventy-five, or 36.2 per cent, of college-attending alumni had attended Illinois

* Principal, University High School

State Normal University. The next largest group was that of graduates attending out-of-state colleges. Many graduates attended more than one college during their collegiate career.

The graduates who continued in college and earned degrees did so in three areas: the arts, sciences, and education. The women graduates more often than men secured degrees in the arts and education, while the men outnumbered the women in the sciences. The rather small number of graduates securing degrees is partially due to the fact that the graduates of 1954, 1955, and 1956 have not had time to earn a degree unless in some specially accelerated program.

The majors and minors selected by the college-attending graduates point to the popularity of mathematics, English, and business curricula for the total group. However, men chose business, mathematics, and science more often than other curricula. Women chose English, home economics, and elementary education, in the order named.

A wide range of curriculum choices for major and minor fields is apparent from an examination of Tables XXII and XXIII. This range is logical when we consider the great variety of interests typically exhibited by a group of this size. It may, perhaps, also be attributed to some degree to the wide range of curricular offerings of University High School which led to the establishment of these many varied interests.

The sections of the questionnaire asking for information about college honors and extracurricular participation were reported in ways which made objective summarization difficult or impossible. Fifty-five graduates stated they had been honored in some manner for academic achievement. A wide range of extracurricular activities was reported with many offices and committee memberships held. A valid generalization is that graduates who had carried many student responsibilities at University High School continued with extracurricular responsibilities in college.

Tables XXIV and XXV indicate the occupations planned for, or entered by, the recent graduates of University High School. The occupations of teaching, business, engineering, medicine, and selling were the most popular choices of the men. Teaching, secretarial work, and nursing were the most popular with the women. The most popular occupations were largely the same as the top tentative occupational choices of the juniors in 1954-55, 1955-56, and 1956-57, as indicated by Tables XI and XII and reported previously. However, many occupations were selected by one or two boys or girls.

Sections of the questionnaire reporting political, church, community, and recreational activities indicated that graduates engaged in few political activities, accepted many church and community responsibilities if out of high school more than five years, and had wide and varied hobby and recreational interests.

The recent graduates tended to respond to the questionnaire item "Please name the courses which you took in high school which

were especially valuable in providing background for your college or vocational success," by listing courses which prepared them specifically for their college major fields or their occupations. However, both men and women, as indicated in Tables XXVI and XXVII, valued the training which they had received in English. Men listed next higher mathematics and science courses; women listed commerce, speech, and home economics courses.

Tables XXVIII and XXIX indicate the responses of the recent graduates to the questionnaire request "Please name the extracurricular activities in which you participated at University High School which were especially valuable in giving you skills which led to your success." The men especially valued the athletic and student council experiences while the women valued journalism and student council experiences. Once again, however, nearly every extracurricular activity of the school was chosen as a valued activity by at least one student. The popularity of student council activities by both men and women graduates may be due to the definite responsibilities which student council members assume at University High School. This provides effective training for experiences after graduation.

Many University High School graduates, according to Tables XXX and XXXI, regretted not having elected to take more mathematics, English, advanced sciences, advanced speech, and, if a woman, more commerce and home economics courses. Very few extracurricular activities were listed in the above category.

The response of the graduates to the request that they make definite suggestions as to how their high school education could have been improved was gratifying for two reasons. The first reason was that the graduates were, almost without exception, very well satisfied with their high school education at University High School. The following statements exemplify the typical responses made by many: "My admiration for my high school and the personnel grows as I continue to work within the school system as a teacher. The arrangement of basic courses taught within a framework of student government and liberal administration was ideal."[2] "I believe that University High School offered an excellent preparatory course for a liberal arts college. Time was devoted to good study habits, sound reading and writing skills, and independent, creative thinking; perhaps more emphasis here would be desirable. A high school should teach a student facts, but, more important, it should teach a student to think."

The second reason for feeling gratified by the response of the graduates to the request for specific suggestions concerning how the high school program could be improved was that definite suggestions were made by many. These suggestions will be studied by faculty committees, and appropriate curricular action will be taken.

[2] The graduate who wrote this statement is teaching in the public schools of Illinois and not at University High School.

## TABLE XIX

LOCATION, MARITAL STATUS, AND COLLEGE ATTENDANCE OF RECENT UNIVERSITY HIGH SCHOOL GRADUATES AS REPORTED ON FOLLOW-UP QUESTIONNAIRES

| | Recent Graduates | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 19 '46 | '47 | '48 | '49 | '50 | '51 | '52 | '53 | '54 | '55 | '56 | Total | % |
| Boys | 8 | 8 | 5 | 6 | 9 | 7 | 5 | 7 | 8 | 22 | 12 | 97 | 39.0 |
| Girls | 7 | 12 | 15 | 14 | 10 | 11 | 14 | 12 | 17 | 17 | 23 | 152 | 61.0 |
| Total | 15 | 20 | 20 | 20 | 19 | 18 | 19 | 19 | 25 | 39 | 35 | 249 | 100.0 |
| Bloomington-Normal | | | | | | | | | | | | | |
| Boys | 3 | 3 | 3 | 0 | 5 | 3 | 1 | 5 | 5 | 20 | 10 | 58 | 59.8 |
| Girls | 2 | 5 | 3 | 7 | 4 | 2 | 7 | 11 | 11 | 16 | 19 | 87 | 57.2 |
| Total | 5 | 8 | 6 | 7 | 9 | 5 | 8 | 16 | 16 | 36 | 29 | 145 | 58.2 |
| McLean County | | | | | | | | | | | | | |
| Boys | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 6 | 6.2 |
| Girls | 2 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 7 | 4.6 |
| Total | 3 | 2 | 1 | 1 | 2 | 0 | 1 | 0 | 1 | 1 | 1 | 13 | 5.2 |
| Illinois | | | | | | | | | | | | | |
| Boys | 2 | 0 | 0 | 2 | 2 | 3 | 1 | 1 | 0 | 0 | 0 | 11 | 11.3 |
| Girls | 1 | 3 | 7 | 3 | 3 | 5 | 3 | 1 | 3 | 0 | 3 | 32 | 21.1 |
| Total | 3 | 3 | 7 | 5 | 5 | 7 | 4 | 2 | 3 | 0 | 3 | 43 | 17.3 |
| Out of State | | | | | | | | | | | | | |
| Boys | 2 | 3 | 1 | 4 | 1 | 1 | 3 | 1 | 3 | 0 | 2 | 21 | 21.6 |
| Girls | 2 | 4 | 5 | 3 | 2 | 4 | 3 | 0 | 2 | 1 | 0 | 26 | 17.1 |
| Total | 4 | 7 | 6 | 7 | 3 | 5 | 6 | 1 | 5 | 1 | 2 | 47 | 18.9 |
| Abroad | | | | | | | | | | | | | |
| Boys | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1.0 |
| Girls | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | .4 |
| Married | | | | | | | | | | | | | |
| Boys | 6 | 7 | 3 | 4 | 6 | 4 | 3 | 1 | 1 | 0 | 0 | 35 | 36.1 |
| Girls | 7 | 10 | 11 | 13 | 9 | 9 | 12 | 7 | 4 | 3 | 2 | 87 | 57.2 |
| Total | 13 | 17 | 14 | 17 | 15 | 13 | 15 | 8 | 5 | 3 | 2 | 122 | 49.0 |
| Single | | | | | | | | | | | | | |
| Boys | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 6 | 7 | 22 | 12 | 62 | 63.9 |
| Girls | 0 | 2 | 4 | 0 | 1 | 2 | 2 | 5 | 13 | 14 | 21 | 64 | 42.1 |
| Total | 2 | 3 | 6 | 2 | 4 | 5 | 4 | 11 | 20 | 36 | 33 | 126 | 50.6 |
| Widow or Widower | | | | | | | | | | | | | |
| Boys | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | .0 |
| Girls | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .7 |
| Total | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .4 |
| Attended College | | | | | | | | | | | | | |
| Boys | 7 | 8 | 4 | 6 | 9 | 4 | 5 | 6 | 8 | 21 | 10 | 88 | 90.7 |
| Girls | 5 | 9 | 14 | 9 | 9 | 9 | 12 | 9 | 10 | 16 | 17 | 119 | 78.3 |
| Total | 12 | 17 | 18 | 15 | 18 | 13 | 17 | 15 | 18 | 37 | 27 | 207 | 83.1 |
| Did Not Attend College | | | | | | | | | | | | | |
| Boys | 1 | 0 | 1 | 0 | 0 | 3 | 0 | 1 | 0 | 1 | 2 | 9 | 9.3 |
| Girls | 3 | 3 | 1 | 5 | 1 | 2 | 2 | 3 | 7 | 1 | 6 | 33 | 22.7 |
| Total | 3 | 3 | 2 | 5 | 1 | 5 | 2 | 4 | 7 | 2 | 8 | 42 | 16.9 |

## TABLE XX

COLLEGES AND SCHOOLS OF NURSING ATTENDED BY RECENT UNIVERSITY HIGH SCHOOL GRADUATES AS REPORTED ON FOLLOW-UP QUESTIONNAIRES

| Colleges and Schools of Nursing Attended | Recent Graduates | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 19 '46 | '47 | '48 | '49 | '50 | '51 | '52 | '53 | '54 | '55 | '56 | Total | % |
| I. S. N. U. | | | | | | | | | | | | | |
| Boys | 5 | 4 | 0 | 2 | 6 | 0 | 1 | 3 | 3 | 6 | 2 | 32 | 36.4 |
| Girls | 1 | 5 | 7 | 4 | 4 | 5 | 6 | 3 | 3 | 0 | 5 | 43 | 36.1 |
| Total | 6 | 9 | 7 | 6 | 10 | 5 | 7 | 6 | 6 | 6 | 7 | 75 | 36.2 |
| I. W. U. | | | | | | | | | | | | | |
| Boys | 0 | 1 | 0 | 2 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 8 | 9.1 |
| Girls | 5 | 2 | 6 | 3 | 2 | 0 | 0 | 1 | 1 | 2 | 7 | 29 | 24.4 |
| Total | 5 | 3 | 6 | 5 | 3 | 1 | 1 | 1 | 2 | 3 | 7 | 37 | 17.9 |
| U. of I. | | | | | | | | | | | | | |
| Boys | 1 | 3 | 1 | 3 | 3 | 1 | 1 | 2 | 3 | 3 | 4 | 25 | 28.4 |
| Girls | 0 | 0 | 2 | 7 | 3 | 0 | 1 | 0 | 2 | 1 | 7 | 23 | 19.3 |
| Total | 1 | 3 | 3 | 10 | 6 | 1 | 2 | 2 | 5 | 4 | 11 | 48 | 23.2 |
| Other Illinois Colleges | | | | | | | | | | | | | |
| Boys | 0 | 1 | 2 | 2 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 9 | 10.2 |
| Girls | 0 | 1 | 2 | 3 | 1 | 0 | 0 | 4 | 0 | 2 | 2 | 15 | 12.6 |
| Total | 0 | 2 | 4 | 5 | 1 | 0 | 0 | 5 | 0 | 4 | 3 | 24 | 11.6 |
| Out of State Colleges | | | | | | | | | | | | | |
| Boys | 1 | 2 | 3 | 0 | 3 | 2 | 2 | 2 | 3 | 10 | 3 | 31 | 35.2 |
| Girls | 0 | 2 | 3 | 1 | 2 | 6 | 2 | 2 | 7 | 3 | 3 | 31 | 26.1 |
| Total | 1 | 4 | 6 | 1 | 5 | 8 | 4 | 4 | 10 | 13 | 6 | 62 | 30.0 |
| Foreign Colleges | | | | | | | | | | | | | |
| Boys | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1.1 |
| Girls | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0.5 |
| Schools of Nursing | | | | | | | | | | | | | |
| Boys | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| Girls | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 7 | 5.9 |
| Total | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 7 | 3.4 |

**Note:**—Many graduates attended more than one college. The percentages are, therefore, computed on the basis of the number of graduates who attended college, which was 88 boys, 119 girls, and a total of 207, and the percentages will total more than 100.

## TABLE XXI

### DEGREES EARNED BY RECENT UNIVERSITY HIGH SCHOOL GRADUATES AS REPORTED ON FOLLOW-UP QUESTIONNAIRES

| Degrees Earned | Number | % | Degrees Earned | Number | % |
|---|---|---|---|---|---|
| B.A. | | | M.D. | | |
| Boys | 8 | 9.1 | Boys | 3 | 3.4 |
| Girls | 15 | 12.6 | Girls | 0 | 0.0 |
| Total | 23 | 11.1 | Total | 3 | 1.4 |
| B. S. | | | B. of Nursing and | | |
| Boys | 12 | 13.6 | Grad. Nurse Diploma | | |
| Girls | 6 | 5.0 | Boys | 0 | 0.0 |
| Total | 18 | 8.7 | Girls | 3 | 2.5 |
| B.S. in Ed. | | | Total | 3 | 1.4 |
| Boys | 5 | 5.7 | Others | | |
| Girls | 13 | 10.9 | Boys | 3 | 3.4 |
| Total | 18 | 8.7 | Girls | 5 | 4.2 |
| M.A. | | | Total | 8 | 3.9 |
| Boys | 2 | 2.3 | | | |
| Girls | 1 | 0.8 | | | |
| Total | 3 | 1.4 | | | |

## TABLE XXII

### MAJOR CURRICULA SELECTED BY RECENT GRADUATES ATTENDING COLLEGES AND UNIVERSITIES AS REPORTED ON FOLLOW-UP QUESTIONNAIRES

| Majors | Number | % | Majors | Number | % |
|---|---|---|---|---|---|
| Business | | | Engineering, Mechanical | | |
| Boys | 8 | 9.1 | Boys | 8 | 9.1 |
| Girls | 8 | 6.7 | Girls | 0 | 0.0 |
| Total | 16 | 7.7 | Total | 8 | 3.9 |
| English | | | Music | | |
| Boys | 0 | 0.0 | Boys | 2 | 2.3 |
| Girls | 16 | 13.4 | Girls | 6 | 5.0 |
| Total | 16 | 7.7 | Total | 8 | 3.9 |
| Home Economics | | | Special Education | | |
| Boys | 0 | 0.0 | Boys | 1 | 1.1 |
| Girls | 14 | 11.8 | Girls | 7 | 5.9 |
| Total | 14 | 6.8 | Total | 8 | 3.9 |
| Biological Science | | | Physical Education | | |
| Boys | 4 | 4.5 | Boys | 5 | 5.7 |
| Girls | 6 | 5.0 | Girls | 2 | 1.7 |
| Total | 10 | 4.8 | Total | 7 | 3.4 |
| Art | | | Nursing | | |
| Boys | 2 | 2.3 | Boys | 0 | 0.0 |
| Girls | 8 | 6.7 | Girls | 6 | 5.0 |
| Total | 10 | 4.8 | Total | 6 | 2.9 |
| Elementary Education | | | Chemistry | | |
| Boys | 0 | 0.0 | Boys | 4 | 4.5 |
| Girls | 10 | 8.4 | Girls | 1 | 0.8 |
| Total | 10 | 4.8 | Total | 5 | 2.4 |
| Business Education | | | Journalism | | |
| Boys | 5 | 5.7 | Boys | 0 | 0.0 |
| Girls | 3 | 2.5 | Girls | 5 | 4.2 |
| Total | 8 | 3.9 | Total | 5 | 2.4 |

TABLE XXII—(Continued)

| Majors | Number | % |
|---|---|---|
| Mathematics | | |
| Boys | 3 | 3.4 |
| Girls | 2 | 1.7 |
| Total | 5 | 2.4 |
| Psychology | | |
| Boys | 1 | 1.1 |
| Girls | 3 | 2.5 |
| Total | 4 | 1.9 |
| Political Science | | |
| Boys | 3 | 3.4 |
| Girls | 1 | 0.8 |
| Total | 4 | 1.9 |
| Social Science | | |
| Boys | 1 | 1.1 |
| Girls | 3 | 2.5 |
| Total | 4 | 1.9 |
| Accounting | | |
| Boys | 3 | 3.4 |
| Girls | 0 | 0.0 |
| Total | 3 | 1.4 |
| Agriculture | | |
| Boys | 3 | 3.4 |
| Girls | 0 | 0.0 |
| Total | 3 | 1.4 |
| Dramatics | | |
| Boys | 1 | 1.1 |
| Girls | 2 | 1.7 |
| Total | 3 | 1.4 |
| Industrial Arts | | |
| Boys | 3 | 3.4 |
| Girls | 0 | 0.0 |
| Total | 3 | 1.4 |
| Law | | |
| Boys | 2 | 2.3 |
| Girls | 1 | 0.8 |
| Total | 3 | 1.4 |
| Physics | | |
| Boys | 3 | 3.4 |
| Girls | 0 | 0.0 |
| Total | 3 | 1.4 |
| Pre-Medicine | | |
| Boys | 2 | 2.3 |
| Girls | 1 | 0.8 |
| Total | 3 | 1.4 |
| Science | | |
| Boys | 0 | 0.0 |
| Girls | 3 | 2.5 |
| Total | 3 | 1.4 |
| Speech | | |
| Boys | 1 | 1.1 |
| Girls | 2 | 1.7 |
| Total | 3 | 1.4 |
| Christian Education | | |
| Boys | 2 | 2.3 |
| Girls | 0 | 0.0 |
| Total | 2 | 1.0 |
| Economics | | |
| Boys | 2 | 2.3 |
| Girls | 0 | 0.0 |
| Total | 2 | 1.0 |
| Engineering, Electrical | | |
| Boys | 2 | 2.3 |
| Girls | 0 | 0.0 |
| Total | 2 | 1.0 |
| Geography | | |
| Boys | 1 | 1.1 |
| Girls | 1 | 0.8 |
| Total | 2 | 1.0 |
| Music Education | | |
| Boys | 2 | 2.3 |
| Girls | 0 | 0.0 |
| Total | 2 | 1.0 |
| Natural Science | | |
| Boys | 2 | 2.3 |
| Girls | 0 | 0.0 |
| Total | 2 | 1.0 |
| Physical Science | | |
| Boys | 2 | 2.3 |
| Girls | 0 | 0.0 |
| Total | 2 | 1.0 |
| Sociology | | |
| Boys | 2 | 2.3 |
| Girls | 0 | 0.0 |
| Total | 2 | 1.0 |
| Zoology | | |
| Boys | 2 | 2.3 |
| Girls | 0 | 0.0 |
| Total | 2 | 1.0 |
| Others | | |
| Boys | 13 | 14.8 |
| Girls | 8 | 6.2 |
| Total | 21 | 10.1 |

## TABLE XXIII

### MINOR CURRICULA SELECTED BY RECENT GRADUATES ATTENDING COLLEGES AND UNIVERSITIES AS REPORTED ON FOLLOW-UP QUESTIONNAIRES

| Minors | Number | % |
|---|---|---|
| Mathematics | | |
| Boys | 11 | 12.5 |
| Girls | 0 | 0.0 |
| Total | 11 | 5.3 |
| English | | |
| Boys | 2 | 2.3 |
| Girls | 8 | 6.7 |
| Total | 10 | 4.8 |
| Chemistry | | |
| Boys | 5 | 5.7 |
| Girls | 3 | 2.5 |
| Total | 8 | 3.9 |
| Social Studies | | |
| Boys | 4 | 4.5 |
| Girls | 3 | 2.5 |
| Total | 7 | 3.4 |
| French | | |
| Boys | 0 | 0.0 |
| Girls | 7 | 5.9 |
| Total | 7 | 3.4 |
| Science | | |
| Boys | 3 | 3.4 |
| Girls | 3 | 2.5 |
| Total | 6 | 2.9 |
| Psychology | | |
| Boys | 3 | 3.4 |
| Girls | 3 | 2.5 |
| Total | 6 | 2.9 |
| Sociology | | |
| Boys | 1 | 1.1 |
| Girls | 5 | 4.2 |
| Total | 6 | 2.9 |
| Art | | |
| Boys | 2 | 2.3 |
| Girls | 3 | 2.5 |
| Total | 5 | 2.4 |
| History | | |
| Boys | 2 | 2.3 |
| Girls | 3 | 2.5 |
| Total | 5 | 2.4 |
| Music | | |
| Boys | 2 | 2.3 |
| Girls | 3 | 2.5 |
| Total | 5 | 2.4 |
| Biological Science | | |
| Boys | 2 | 2.3 |
| Girls | 2 | 1.7 |
| Total | 4 | 1.9 |
| Business | | |
| Boys | 0 | 0.0 |
| Girls | 3 | 2.5 |
| Total | 3 | 1.4 |
| Business Education | | |
| Boys | 1 | 1.1 |
| Girls | 2 | 1.7 |
| Total | 3 | 1.4 |
| Education | | |
| Boys | 1 | 1.1 |
| Girls | 2 | 1.7 |
| Total | 3 | 1.4 |
| Geography | | |
| Boys | 2 | 2.3 |
| Girls | 1 | 0.8 |
| Total | 3 | 1.4 |
| Home Economics | | |
| Boys | 0 | 0.0 |
| Girls | 3 | 2.5 |
| Total | 3 | 1.4 |
| Physical Education | | |
| Boys | 3 | 3.4 |
| Girls | 0 | 0.0 |
| Total | 3 | 1.4 |
| Physics | | |
| Boys | 2 | 2.3 |
| Girls | 1 | 0.8 |
| Total | 3 | 1.4 |
| Speech | | |
| Boys | 1 | 1.1 |
| Girls | 2 | 1.7 |
| Total | 3 | 1.4 |
| Business Administration | | |
| Boys | 0 | 0.0 |
| Girls | 2 | 1.7 |
| Total | 2 | 1.0 |
| Physical Science | | |
| Boys | 0 | 0.0 |
| Girls | 2 | 1.7 |
| Total | 2 | 1.0 |
| Others | | |
| Boys | 5 | 5.7 |
| Girls | 6 | 5.0 |
| Total | 11 | 5.3 |

## TABLE XXIV

OCCUPATION PLANNED FOR OR ENTERED BY RECENT MALE GRADUATES AS REPORTED ON FOLLOW-UP QUESTIONNAIRES

| Occupations Planned For or Entered | Number | % |
|---|---|---|
| Teacher | 19 | 19.6 |
| Businessman | 6 | 6.2 |
| Phvsician | 6 | 6.2 |
| Engineer | 5 | 5.2 |
| Accountant | 4 | 4.1 |
| Farmer | 4 | 4.1 |
| Salesman | 4 | 4.1 |
| Insurance Agent | 3 | 3.1 |
| Lawyer | 3 | 3.1 |
| IBM Data Processor | 2 | 2.1 |
| Others | 32 | 33.0 |

The percentages are computed on the basis of the number of graduates who returned questionnaires, which was 97 boys, 152 girls, and a total of 249.

## TABLE XXV

OCCUPATIONS PLANNED FOR OR ENTERED BY RECENT FEMALE GRADUATES AS REPORTED ON FOLLOW-UP QUESTIONNAIRES

| Occupations Planned For or Entered | Number | % |
|---|---|---|
| Teacher | 35 | 23.0 |
| Secretary | 29 | 19.1 |
| Nurse | 9 | 5.9 |
| Bookkeeper | 5 | 3.3 |
| Typist | 5 | 3.3 |
| Journalist | 4 | 2.6 |
| Airline Hostess | 2 | 1.3 |
| Medical Technician | 2 | 1.3 |
| Others | 39 | 18.8 |

The percentages are computed on the basis of the number of graduates who returned questionnaires, which was 97 boys, 152 girls, and a total of 249.

## TABLE XXVI

UNIVERSITY HIGH SCHOOL COURSES WHICH WERE ESPECIALLY VALUABLE IN PROVIDING BACKGROUND FOR COLLEGE OR VOCATIONAL SUCCESS AS REPORTED BY RECENT MALE GRADUATES ON FOLLOW-UP QUESTIONNAIRES

| Valuable University High School Courses | Recent Male Graduates | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 19 | '46 | '47 | '48 | '49 | '50 | '51 | '52 | '53 | '54 | '55 | '56 | Total | % |
| English | 3 | 3 | 2 | 4 | 2 | 4 | 2 | 6 | 6 | 11 | 2 | 45 | 46.4 |
| Mathematics | 4 | 4 | 2 | 4 | 3 | 1 | 1 | 2 | 1 | 8 | 5 | 35 | 36.1 |
| Chemistry | 0 | 2 | 2 | 3 | 2 | 0 | 2 | 2 | 4 | 5 | 4 | 26 | 26.8 |
| Physics | 0 | 1 | 1 | 4 | 2 | 0 | 2 | 2 | 2 | 4 | 5 | 23 | 23.7 |
| Science | 1 | 2 | 1 | 1 | 3 | 0 | 0 | 0 | 1 | 6 | 5 | 20 | 20.6 |
| Biology | 1 | 0 | 1 | 1 | 2 | 2 | 0 | 2 | 1 | 5 | 2 | 17 | 17.5 |
| Latin | 1 | 0 | 1 | 2 | 1 | 1 | 0 | 2 | 1 | 3 | 2 | 14 | 14.4 |
| U. S. History | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 1 | 6 | 3 | 14 | 14.4 |
| Typing | 0 | 1 | 0 | 2 | 1 | 1 | 0 | 3 | 2 | 1 | 1 | 12 | 12.4 |
| English IV | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 3 | 5 | 12 | 12.4 |
| Speech | 1 | 0 | 3 | 0 | 1 | 2 | 2 | 1 | 1 | 1 | 0 | 12 | 12.4 |
| Algebra | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 4 | 10 | 10.3 |
| Mechanical Drawing | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 2 | 0 | 8 | 8.2 |
| Industrial Arts | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 2 | 1 | 7 | 7.2 |
| Plane Geometry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 6 | 6.2 |
| Agriculture | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 5 | 5.2 |
| Business | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 5 | 5.2 |
| Bookkeeping | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 1 | 5 | 5.2 |
| World History | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 5 | 5.2 |
| Pre-College Grammar | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 4 | 4.1 |
| French | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 4 | 4.1 |
| Psychology | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 4 | 4.1 |
| Trigonometry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 3 | 3.1 |
| Vocational Civics | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 3 | 3.1 |
| College Prep. | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2.1 |
| Business Arithmetic | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 2.1 |
| Business Law | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 2.1 |
| Band | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2.1 |
| Orchestra | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2.1 |
| Choruses | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2.1 |
| Music Theory | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 2.1 |
| Music History | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 2.1 |
| Physical Education | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 2.1 |
| History | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2.1 |
| Sociology | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2.1 |
| Geography | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2.1 |
| Others | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 5 | 5 | 12 | 12.4 |

## TABLE XXVII

UNIVERSITY HIGH SCHOOL COURSES WHICH WERE ESPECIALLY VALUABLE IN PROVIDING BACKGROUND FOR COLLEGE OR VOCATIONAL SUCCESS AS REPORTED BY RECENT FEMALE GRADUATES ON FOLLOW-UP QUESTIONNAIRES

| Valuable University High School Courses | Recent Female Graduates | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 19 '46 | '47 | '48 | '49 | '50 | '51 | '52 | '53 | '54 | '55 | '56 | Total | % |
| English | 3 | 4 | 8 | 7 | 3 | 8 | 6 | 4 | 8 | 11 | 12 | 74 | 48.7 |
| Typing | 2 | 8 | 4 | 4 | 3 | 4 | 5 | 5 | 7 | 7 | 6 | 55 | 36.2 |
| English IV | 0 | 2 | 2 | 1 | 2 | 4 | 3 | 1 | 3 | 3 | 5 | 26 | 17.1 |
| Home Economics | 0 | 3 | 2 | 6 | 2 | 2 | 3 | 1 | 1 | 1 | 3 | 24 | 15.8 |
| Speech | 0 | 1 | 3 | 1 | 0 | 1 | 1 | 2 | 6 | 1 | 7 | 24 | 15.8 |
| Shorthand | 0 | 4 | 1 | 2 | 2 | 2 | 0 | 3 | 1 | 4 | 4 | 23 | 15.1 |
| Biology | 1 | 0 | 2 | 1 | 0 | 0 | 2 | 3 | 4 | 5 | 5 | 23 | 15.1 |
| U. S. History | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 6 | 1 | 19 | 12.5 |
| French | 0 | 0 | 2 | 1 | 1 | 1 | 0 | 2 | 5 | 0 | 3 | 15 | 9.9 |
| Office Practice | 0 | 1 | 1 | 3 | 1 | 3 | 1 | 1 | 1 | 0 | 2 | 14 | 9.2 |
| Latin | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 5 | 14 | 9.2 |
| Mathematics | 0 | 3 | 1 | 1 | 0 | 0 | 1 | 2 | 1 | 2 | 3 | 14 | 9.2 |
| Chemistry | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 5 | 2 | 3 | 14 | 9.2 |
| Science | 1 | 1 | 1 | 1 | 0 | 0 | 3 | 1 | 2 | 1 | 2 | 13 | 8.6 |
| Psychology | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 3 | 3 | 1 | 11 | 7.2 |
| Business | 0 | 2 | 3 | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 9 | 5.9 |
| Pre-College Grammar | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 2 | 1 | 1 | 9 | 5.9 |
| Algebra | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 | 9 | 5.9 |
| History | 1 | 0 | 3 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 9 | 5.9 |
| American Government | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 2 | 2 | 2 | 9 | 5.9 |
| Bookkeeping | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 8 | 5.3 |
| World History | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 1 | 3 | 0 | 8 | 5.3 |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 1 | 5 | 3.3 |
| Sociology | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 1 | 5 | 3.3 |
| Art | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 4 | 2.6 |
| Family Living | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 | 2.6 |
| Driver Education | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 4 | 2.6 |
| Journalism | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 3 | 2.0 |
| Plane Geometry | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 2.0 |
| Physical Education | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 3 | 2.0 |
| Agriculture | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 | 1.3 |
| Business Arithmetic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 1.3 |
| Business Law | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 1.3 |
| Bible as Literature | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1.3 |
| Music | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 1.3 |
| Advanced Biology | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1.3 |
| Physics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1.3 |
| Social Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 1.3 |
| Economics | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 1.3 |
| Geography | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 1.3 |
| Others | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 2 | 7 | 4.6 |

## TABLE XXVIII

UNIVERSITY HIGH SCHOOL EXTRACURRICULAR ACTIVITIES WHICH WERE ESPECIALLY VALUABLE IN GIVING SKILLS LEADING TO SUCCESS AS REPORTED BY RECENT MALE GRADUATES ON FOLLOW-UP QUESTIONNAIRES

| Valuable University High School extra-curricular activities | Recent Male Graduates | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 19 '46 | '47 | '48 | '49 | '50 | '51 | '52 | '53 | '54 | '55 | '56 | Total | % |
| Athletics | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 5 | 2 | 20 | 20.6 |
| Student Council | 1 | 2 | 1 | 0 | 2 | 0 | 1 | 3 | 1 | 1 | 2 | 14 | 14.4 |
| Dramatics | 0 | 0 | 3 | 1 | 3 | 1 | 2 | 1 | 0 | 2 | 0 | 13 | 13.4 |
| Debate | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 6 | 0 | 8 | 8.2 |
| Science Club | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 2 | 7 | 7.2 |
| Boys' Chorus | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 6 | 6.2 |
| C. E. P. | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 5 | 5.2 |
| Band | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 5 | 5.2 |
| Rostrum | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 5 | 5.2 |
| Class Officers | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 4.1 |
| Orchestra | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 4 | 4.1 |
| Thespian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 4 | 4.1 |
| Speech | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 3.1 |
| Clarionette | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 3 | 3.1 |
| Art | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 2.1 |
| Mathematics | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2.1 |
| Others | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 7 | 7.2 |

The percentages are computed on the basis of the number of graduates who returned questionnairs, which was 97 boys, 152 girls, and a total of 249.

## TABLE XXIX

UNIVERSITY HIGH SCHOOL EXTRACURRICULAR ACTIVITIES WHICH WERE ESPECIALLY VALUABLE IN GIVING SKILLS LEADING TO SUCCESS AS REPORTED BY RECENT FEMALE GRADUATES ON FOLLOW-UP QUESTIONNAIRES

| Valuable University High School extra-curricular activities | Recent Female Graduates | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 19 | '46 | '47 | '48 | '49 | '50 | '51 | '52 | '53 | '54 | '55 | '56 | Total | % |
| Yearbook | 1 | 0 | 3 | 2 | 2 | 2 | 4 | 1 | 1 | 2 | 2 | 20 | 16.8 |
| Student Council | 0 | 1 | 2 | 0 | 1 | 2 | 2 | 2 | 4 | 1 | 3 | 18 | 15.1 |
| Thalian | 1 | 1 | 3 | 0 | 1 | 2 | 3 | 0 | 2 | 1 | 3 | 17 | 14.3 |
| Dramatics | 1 | 3 | 0 | 1 | 2 | 2 | 3 | 0 | 1 | 0 | 2 | 15 | 12.6 |
| Chorus | 1 | 3 | 2 | 1 | 2 | 0 | 0 | 1 | 0 | 2 | 1 | 13 | 10.9 |
| Debate | 0 | 0 | 4 | 1 | 2 | 2 | 1 | 0 | 1 | 0 | 0 | 11 | 9.2 |
| Government Club | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 2 | 0 | 3 | 10 | 8.4 |
| Clarionette | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 0 | 0 | 1 | 1 | 8 | 6.7 |
| Class Officers | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 0 | 8 | 6.7 |
| Science Club | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 2 | 6 | 5.0 |
| Thespians | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 6 | 5.0 |
| Band | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 6 | 5.0 |
| F. B. L. A. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 | 2.5 |
| F. N. A. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 3 | 2.5 |
| G. A. A. | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 3 | 2.5 |
| Library Club | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 3 | 2.5 |
| Plays | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 2.5 |
| Class Night | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 1.7 |
| Field Trips | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1.7 |
| Art | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 1.7 |
| F. H. A. | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1.7 |
| Mock Convention | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 1.7 |
| Orchestra | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1.7 |
| Others | 0 | 0 | 0 | 2 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 6 | 3.9 |

The percentages are computed on the basis of the number of graduates who returned questionnaires, which was 97 boys, 152 girls, and a total of 249.

## TABLE XXX

UNIVERSITY HIGH SCHOOL COURSES, OR EXTRACURRICULAR ACTIVITIES, NOT ELECTED BUT FOR WHICH A DEFINITE NEED AROSE AFTER GRADUATON AS REPORTED BY RECENT MALE GRADUATES ON FOLLOW-UP QUESTIONNAIRES

| Needed Courses or Extracurricular Activities | Recent Male Graduates | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 19 '46 | '47 | '48 | '49 | '50 | '51 | '52 | '53 | '54 | '55 | '56 | Total | % |
| Mathematics | 0 | 2 | 1 | 0 | 2 | 1 | 1 | 2 | 0 | 2 | 0 | 11 | 11.3 |
| English IV | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 1 | 1 | 0 | 6 | 6.2 |
| German | 0 | 0 | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 2 | 0 | 6 | 6.2 |
| Advanced Speech or Dramatics and Discussion | 0 | 2 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5.2 |
| Foreign Languages | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 4 | 4.1 |
| Physics | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 4 | 4.1 |
| Business | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 3 | 3.1 |
| Typing | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 3.1 |
| Shorthand | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 3.1 |
| Mech. Drawing | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 3.1 |
| Trigonometry | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 3 | 3.1 |
| Chemistry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 | 3.1 |
| Economics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 | 3.1 |
| Debate | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 3.1 |
| Bookkeeping | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 2.1 |
| Reading | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 | 2.1 |
| Latin I | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 | 2.1 |
| Advanced Math. | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2.1 |
| Biology | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 2.1 |
| Geography | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 2.1 |
| Others | 0 | 0 | 2 | 1 | 2 | 4 | 0 | 1 | 2 | 10 | 3 | 25 | 25.8 |

The percentages are computed on the basis of the number of graduates who returned questionnaires, which was 97 boys, 152 girls, and a total of 249.

## TABLE XXXI

UNIVERSITY HIGH SCHOOL COURSES, OR EXTRACURRICULAR ACTIVITIES, NOT ELECTED BUT FOR WHICH A DEFINITE NEED AROSE AFTER GRADUATION AS REPORTED BY RECENT FEMALE GRADUATES ON FOLLOW-UP QUESTIONNAIRES

| Needed Courses or Extracurricular Activities | Recent Female Graduates | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 19 '46 | '47 | '48 | '49 | '50 | '51 | '52 | '53 | '54 | '55 | '56 | Total | % |
| Shorthand | 2 | 0 | 0 | 1 | 0 | 2 | 2 | 0 | 2 | 1 | 1 | 11 | 7.2 |
| English IV | 0 | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 1 | 3 | 0 | 8 | 5.3 |
| Home Economics | 0 | 0 | 3 | 1 | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 8 | 5.3 |
| Chemistry | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 1 | 8 | 5.3 |
| Typing | 1 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 0 | 1 | 7 | 4.6 |
| Bookkeeping | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 2 | 0 | 1 | 7 | 4.6 |
| Driver Education | 0 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 6 | 3.9 |
| Physics | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 2 | 6 | 3.9 |
| World History | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 1 | 1 | 6 | 3.9 |
| Business | 0 | 1 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 4 | 2.6 |
| Latin I | 0 | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 4 | 2.6 |
| Science | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 1 | 4 | 2.6 |
| American Gov't | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 4 | 2.6 |
| Art | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 2.0 |
| Pre-College Grammar | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 3 | 2.0 |
| Foreign Languages | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 3 | 2.0 |
| Mathematics | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 3 | 2.0 |
| Plane Geometry | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 3 | 2.0 |
| Music | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 2.0 |
| Geography | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 3 | 2.0 |
| Debate | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 2.0 |
| Dramatics | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 3 | 2.0 |
| Office Practice | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 | 1.3 |
| Reading | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1.3 |
| Journalism | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 1.3 |
| Sociology | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 | 1.3 |
| Physical Geography | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 | 1.3 |
| F. H. A. | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1.3 |
| F. T. A. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 1.3 |
| Science Club | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 1.3 |
| Social Studies | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 1.3 |
| Others | 0 | 1 | 1 | 2 | 0 | 1 | 0 | 1 | 5 | 5 | 2 | 18 | 11.8 |

The percentages are computed on the basis of the number of graduates who returned questionnaires, which was 97 boys, 152 girls, and a total of 249.

## AGRICULTURE

The University High School Agriculture Department is non-vocational; that is, the department is not approved by the State Department for Vocational Education because of certain limitations. One such limitation is that, out of an average enrollment of forty-five boys in the department during the last five years, not more than four boys enrolled in an agriculture class in any one year have actually lived on a farm. Every boy in an approved vocational agriculture department must carry on a supervised farming program at home. Most of the boys in the University High School agriculture classes are city boys who do not have the facilities for meeting this requirement.

For these boys enrolled in high school, a course in general, or non-vocational, agriculture is provided. These courses include special features of part-time farming, as well as selected phases of agriculture, such as farm management, animal husbandry, soils and crops, and home beautification. Some of this instruction should be to help develop skills for improving their homes.

As opportunities will be lacking for many boys to become full-time farmers, provision should be made for them to secure additional training for non-farm occupations in agriculture. There is a demand for students trained in high school agriculture. Of the sixty-two million employed Americans, about twenty-five million work somewhere in agriculture off the farm. There is demand for people in production, marketing, conservation, research, meat and poultry packing, dairy processing, forest products, and feed manufacture.

These students can also go on to college and earn a degree in agriculture. With a degree there are about five hundred distinct occupations in eight major fields of agriculture that they would be qualified to fill. Recent surveys indicate that these eight fields would employ about fifteen thousand new college graduates if that many with agricultural college training were available. At present only about eight thousand are graduated each year in agriculture.

The department tries to develop good guidance services to aid such students in making vocational choices in keeping with their individual abilities and the opportunities for employment.

The boys who enter University High School usually have some of the skills and have some of the knowledge of the facts and principles of agriculture. Three other factors influence the teaching of agriculture: (1) differences in capacity to learn among different pupils, (2) the time allowed for the course, and (3) the available teaching resources open to the teacher of agriculture.

From this department some pupils will enter college, while the rest will enter a vocation. Thus the teaching and objectives of the course of study are selected in the light of the ability of the pupils and the phases of agriculture in which they are interested.

—John W. Green

## ART

The University High School art program has been designed to meet the needs of all students. The students fall within the normal ranges of intelligence, and the purpose of the department has been to offer opportunities for work that would stimulate their imagination, and provide opportunities for visual expression of their thoughts and feelings.

The art education program has been developed with an eye on the contributions that art can make toward the general education of the students. The department is not so much concerned with the therapeutic values of art as with what art does for the education of the imaginative faculties. In this respect the program has been geared to educate students to the ways in which emotions are made qualitative when they are controlled by deliberative thinking.

The process of wedding thinking to feeling is enriched through the experiences offered in work with a variety of materials. Students are encouraged to apply imagination to the handling of materials. In this way they learn the values of an experimental approach.

It is this kind of thinking about the process of art education which, it is believed, would make art an especially valuable activity for young people with superior intelligence. For such people the art program would constitute education directed toward the achievement of a satisfactory harmony and balance between thinking and feeling and the developing ability to express thinking and feeling in unity with plastic materials.

In order to evolve a program that might prove more satisfactory as a means for achieving the purposes of the art education department, a new arrangement of courses has been devised for next year. In one sense this will constitute as much a revision of the present program as an expansion. New and improved physical facilities make expansion possible. But the new program will also be designed to accommodate the variety of interests common among high school students.

During the first year of work in art, students will be offered a choice of two workshops. Both workshops, although content will vary, will be concerned with the development of an experimental approach to expression with plastic materials. Students who have successfully completed either one of these workshops will be free to select art courses such as Advanced Painting, Advanced Sculpture, Jewelry and Enameling, and Commercial Art. The last-named course is strictly vocational in nature and is intended to provide basic elements for those persons interested in careers in advertising design.

The atmosphere for art appreciation at University High School has become such that the demand for work in art shows signs of increasing. Art programs and the display of works by major artists and by students in the campus art galleries have proved stimulating.

—George Conrad

## BIOLOGY

Three courses in biology are offered at University High School. Elementary biology, a prerequisite to two more advanced courses, is offered to sophomores, juniors, and seniors. Advanced biology during the regular term and field biology during the summer session are offered to those students that desire the more advanced work. It is obvious that this is much more than is taught in most high schools. Students petitioned for these additional courses.

Students are guided into discovery of fundamental biological concepts by observation of actual materials, including much of the local fauna and flora. Materials that are not available locally are made available by, and used from, university stock. Since the emphasis is on becoming acquainted with the local fauna and flora, no one textbook is used. A special study guide developed by Dr. Blanche McAvoy and Harold Moore is used in the classes. This guide helps students to think critically and practice scientific methods.

A well-stocked room library, consisting of a wide variety of high school textbooks and numerous college textbooks, is used to supplement student observations. The better students show a distinct preference for college textbooks and are encouraged to use them. The best students are expected to achieve at a higher level than average students by being encouraged to deeper investigation into the subject and more complete organization of facts learned.

Little or no homework is assigned to students, but every student soon realizes that if he is to achieve at a high level, some additional work must be done. The responsibility for the extra work is shouldered by the student. The more capable students usually take responsibility well and do achieve at a higher level.

Biology students are urged to join the departmental science club, which is affiliated with the Illinois Junior Academy of Science. Many opportunities exist within this framework, and many students have distinguished themselves in the state prior to entering college.

At the present time, one student is working on a penicillium project. During the past two years, he has learned to culture the mold and produce mutations by ultraviolet light. He is currently working on X-ray mutations. His work received a first rating last year at the Illinois Junior Academy of Science meeting. This year he is entered in the Westinghouse Science Talent Search.

Many students practice biology through scouting. A limited number may take canoe trips downstream on the Illinois or Sangamon rivers. Many are interested in outdoor camping activities and find their biology practical as well as interesting.

Since the University biology department regards the experiences of its major students in the high school laboratory as the capstone of its professional training, no effort is spared in the promotion of the high school program.

—Harold Moore

## BUSINESS

The Department of Business Education in University High School provides various projects to challenge superior students. They present reports from appropriate magazines or pamphlets and plan advertising displays for the classroom. Eager learners collect relevant clippings from newspapers. Examining sales contracts and installment notes illustrates the text material in application. Payroll projects are differentiated, one form being designed to give the average student an understanding of payroll work, and a second, designed for the better student, is made more difficult by an increased number of employees and more complicated amount of overtime and deductions.

In the skill subjects, at Christmas time, cards, song booklets, or title pages with simple typing borders are made. Practice in taking incoming and outgoing calls demonstrates the proper use of the telephone. A study of desirable qualities for a good clerical worker and a self-evaluation project give the members of the class a knowledge of their individual fitness for an office position. Vocabulary building is encouraged by the students' selecting from a newspaper unfamiliar words and looking them up in the dictionary. Speed in taking dictation and transcription, along with good usage, knowledge of words, spelling ability, and typewriting skill, is developed.

In the general business subjects, students can be given responsibility in planning the order of the units. More difficult problems can be assigned to the gifted. On profit and loss statements, the better students can work out percentages, such as ratio of gross profits to sales. When the faster worker finishes an assigned exercise, he can work with a person having difficulty. Sales demonstrations of actual products and follow-up reading of state and federal reports will prove satisfying to the gifted.

In the skill subjects, dictation is given to force speed and accuracy, and transcriptions from tape recordings at the rate of speed which will challenge the individual are provided. Preparation for securing a job is given: writing the letter of application, filling out application blanks, and having a personal interview with the employer. The rotation system makes possible practice on adding machines, calculators, dictaphones, mimeographs, and duplicating machines.

Outside activities provide additional experiences. A student visitation to a firm where business activities are observed can be planned and reported on. Talks and lectures by businessmen will give the class an idea of the problems and practices in business. A trip to a local court helps students to see the law in action. The Illinois State Normal University switchboard, showing a telephone exchange; the duplicating office, where the autotypist and the multilith are in use; the mailing room, where the addressograph and mailing procedures can be seen—all provide valuable demonstrations for the class.

—Mary Webb, James Brubeck, Marie Jessa,
Helen McEwen, Warren Perry

## ENGLISH

It is agreed, in the Department of English at University High School, that standards must be kept very high. Courses in literature are, in very large part, built around certain classics in their entirety—great books of creative imagination, where the form and the expression are an intrinsic part of the value. Classical mythology provides a reading power available throughout a student's life. Judicious direction of outside reading is needed so that the gifted will be required to read on a suitably high level.

Solving a problem in literature is one method of reaching gifted students. Study of the Cass family in *Silas Marner* may focus attention upon sharing family responsibilities, giving members a sense of belonging, and respecting personal ambitions of everyone in a family group. In the study of Shakespeare, one of the most permanent results is the lines the students choose to lock in memory. Informal dramatizations are another way to work happily with the gifted, the average, and the slow in the same section.

Writing on all levels, but particularly for the upper years, gives a pleasant opportunity for the gifted. The problem theme growing out of the study of a great book furnishes excellent opportunity for critical thinking and writing. Seniors have worked with pleasure on such topics as "Hamlet the Commoner," "The Gentle Lady Macbeth," *"The Eve of St. Agnes* and *Romeo and Juliet* as Companion Pictures." Original short stories, one-act plays, and radio dramas provide experience in the technical structure of such literary forms.

Gifted students are frequently avid but superficial readers. If they are to make maximum growth, they must learn to reflect, to weigh, to interpret, to judge, to react. Essays involving the sources of humor in *Time Out for Sergeants*, the crises in *Angel Street*, the frustrations in *The Glass Menagerie*, cities as poets see them, and a comparison of two biographies on the same subject have proved stimulating essay topics for gifted students.

When plays of literary merit are produced at the University of Illinois, fourth-year students often attend performances in a group. Sophomore classes each year visit Hannibal, Missouri, first having studied *Huckleberry Finn* and *Life on the Mississippi*.

Numerous opportunities are provided in the eight-week summer school term. Many of the more capable students are in attendance during the summer months: favorite electives have been American Literature, The Bible as Literature, and Pre-College Grammar. Creative Writing as a high school course was offered for the first time during the summer of 1957.

Recognizing an expansive challenge, the instructors in English at University High School are seeking an even wider variety of ways in which to stimulate the gifted and employ abilities to fullest capacities.

—Theodore Almy, Robert Brome, Grace Hiler,
Verna Hoyman, Ruth Stroud

## FOREIGN LANGUAGES

Since the foreign-language classes are elective in University High School, they attract a majority of students of good ability. Among these bright students, however, are some who have not learned to accept responsibility; in the foreign-language class with its daily written work many learn the habit of careful, consistent preparation.

The class hour offers many opportunities for challenging the gifted student to do original and creative work. In the German class a dramatic skit requires that an interpreter come to the aid of an official interviewing a German immigrant family; obviously the role of the interpreter must be taken by the most able student. In the French or Spanish class, the pupils memorize a dialog in which some one buys a hat; the superior student writes an original dialog in which a different type of person shops in a different type of store. In a drill where the average student only practices a formula like *Il a soif* or *Ich bin gestern ins Kino gegangen,* the superior student is encouraged to use it as a starting point for more challenging expression, as *S'il a soif, il boira de l'eau,* or *Er sagte, er sei gestern ins Kino gegangen.*

The student whose reading ability in the language is superior can be encouraged to read more extensively. Usually, in the modern language, this reading is chosen from light, easy material, so that the student may gain facility by reading rapidly. In Latin he is introduced to authors not regularly included in the high school offerings.

The Latin contest and the American Association of Teachers of French examination challenge the best students to compete with those of other schools. The Latin Club offers opportunities for research in connection with the annual Roman banquet: the menu, methods of serving, types of entertaining, and the dress of citizens and slaves. The task of organizing and giving the banquet calls for leadership and originality. The language clubs encourage the gifted students to explore related fields of interest and present their findings to the class. The Latin pupil collects mottos and seals of schools and governments. The French pupil gives a talk on impressionist painters. The German pupil reviews the chapters in Thomas Mann's *Buddenbrooks* showing Christmas customs. The Spanish pupil shares a letter in which his Mexican correspondent describes his course of study. Two recent classes in French, composed almost entirely of superior students, learned and presented the little play, "Jugement de Renard" in Dondo, Johnson, and Brenman's *French for the Modern World, Book II.*

The foreign-language teacher recognizes early in the term those students who are capable of more than the minimum essentials of the course and analyzes the work carefully in order to take advantage of the many opportunities to challenge the gifted student without neglecting his average classmates.

—Allie Ward Billingsley, Helen Chiles, Regina Connell, Margery Ellis, Jennie Whitten

## GEOGRAPHY

The field of geography provides many opportunities for taking account of individual differences among students. Various possibilities are illustrated by current teaching procedures in University High School.

In every course in geography the instructor assumes that all students will achieve a reasonable understanding of certain basic facts about man's life on earth, and the resources available to human society. These understandings provide a unity that is essential to group discussion and group planning in the classroom. Yet the exceptional student is not restricted to any particular levels of achievement. An essential part of the geography program is concerned with the application of broad and general understandings to certain real and very specific situations. In making such applications, each student can go just as far as his ability permits. Yet the diversities in this phase of the program need not destroy the basic and essential unity of the class.

Students in geography are constantly directed to a consideration of current affairs, with an emphasis, of course, on those topics most appropriate for this field. The nation is now concerned, for example, with vast areas of drought in the western plains. This situation may raise many questions, including reference to weather changes, rain making, possibilities of irrigation, the impact of drought on the state and national economy, the responsibilities for agricultural relief, and many other questions. Students are encouraged to select the particular phases of this complex problem in which they may be interested, and which may contribute to an understanding of the total situation.

In this problem-solving situation, the exceptional student has a unique opportunity to work at full capacity. The challenge is never less than his ability. Yet it is important that students with less ability should take pride in making their contributions, after pursuing different aspects of the many-sided problem. Hence, the average student is less likely to be overwhelmed by the exceptional student. All students thus share in a common project and work toward common goals, without placing any ceiling on the development of the gifted.

Students in geography have another opportunity for work which pertains to all, yet does not restrict the especially gifted. This opportunity is in the expression of ideas through such media as maps, charts, and graphs. All students are expected to learn through use of these materials. And in various study projects they design their own maps, graphs, and related materials.

It has been observed that ability in this area does not necessarily coincide with levels of ability in reading; yet every student can contribute his own special design if he wants to. Fortunately, the work of the gifted does not preclude recognition of work done by others who have developed their own designs for graphic communication.

—C. W. Sorensen, K. M. Laidig

## HOME ECONOMICS

In University High School the beginning classes in home economics are planned to create interest in the subject matter by their appealing to the age level and ability of each girl and by the opportunity for her to use ingenuity in solving her individual problems. She is trained to become an efficient homemaker of the future by learning to make friends, by using good manners, by studying child care and baby sitting, and by improved personal appearance. It is apparent that the superior student uses this knowledge to become an outstanding participant in school activities.

The Future Homemakers of America Club is organized chiefly for the purpose of stimulating interest in home economics and for attracting the superior student. In this organization the girls are encouraged to earn their degrees by working on various committees during the year. Each month a different project or entertainment is arranged so that the girls may choose their own refreshments, decorations, invitations, and guest list, and then plan accordingly. The superior girl is often a leader; thus she may become a prominent citizen in civic affairs later.

Advanced classes in home economics also offer opportunities for all levels of ability, and since they are particularly designed to meet the needs and interests of girls who continue in this area, creative ability and leadership are encouraged.

In a unit in housing, for example, the average student learns the basic fundamentals of room planning and decoration to meet the desires and comforts of the average homemaker. For a superior student, however, the door is open for the use of imagination and creative ability in revising or designing floor plans, selecting furniture and furnishings, and planning pleasing color harmonies.

Garment planning is continued in these classes, and projects are selected according to the ability of the students. Superior students can do really advanced work, such as problems in tailoring and dress designing. Also, they may work at their own speed, and are thus enabled to construct two or three garments instead of one made by the slower student.

More advanced work in meal planning and table service allows the students to plan meals according to their skill in cookery and table setting and their creative ability in the use of decorative touches.

Family Living, a course open to girls and boys, aids the students in making personality adjustments, social adjustments, and preparation for wise mate selection. The superior student may study much further than the basic requirements of the course through reading books which deal with the sociological and psychological aspects of successful family living.

Leadership is developed in round table discussions, in debating, and in the writing of skits for dramatization.

—Margaret Bradford, Elizabeth Stickles

## INDUSTRIAL ARTS

Progress in industrial arts may be thought of as being on different levels. There is first the level of sensori-motor learning, where pupils are getting the feel of the tools, where basic tool operations are mastered, and where habits of skill are formed. The demonstration method can be used to advantage here if the class is small and if all can see what is being demonstrated. Usually one demonstration will not suffice. The more visual aids the teacher uses, the better the teaching will be. Lantern slides, films, photographs, models, and diagrams are all essential for successful teaching.

A slightly different level is that in which the pupil acquires facts and learns to associate symbols with appropriate meanings. Here lectures and discussions may be used, and, for the average group, assigned readings and information sheets may be used to advantage, since this type of student will readily get these ideas from print.

The highest level of learning, that which is exemplified by the project or problem-solving method will be used to advantage with the students who are increasingly dependent upon their own resources. These students are as able to plan as to execute, and it is in the planning phase that shop work on this level is made interesting and valuable. It is still necessary, however, for these pupils to acquire basic tool skills and knowledge of the operations peculiar to their particular shop areas.

In the University High School, students have access to a general shop and to unit shops in the areas of drafting, woodwork, metal work, printing, and electricity. In all of these shop areas, the superior student will, after acquiring the basic tool skills and knowledge of operations, devote more time to work on projects of special interest. He will plan and design projects which will involve varying degrees of knowledge and skill. Although he may be taking work in a unit shop situation, he may choose to design a project which will involve working in several shop areas to complete.

Since many shops use a student personnel plan of operation, the better students assume more than the usual responsibility of class management in serving as shop foremen. As a final challenge, these students are given information concerning project contests and are urged to exhibit superior work. These contests vary from the exhibits in the local Industrial Arts Roundup to those of nationally advertised contests sponsored by the General Motors Corporation and the Ford Motor Company. These experiences provide the rich related information essential to a better understanding of the complex industrial society of which these students are members.

—W. D. Ashbrook

## JOURNALISM

A course in high school journalism might suggest the preparation of students for work on the staffs of newspapers and radio and television stations. Such preparation would be unrealistic, however, as few high school students go on to make their living in the field of journalism. Nevertheless, there are many values for the student which are not apparent at first glance. Two such values are explained below.

1. Often the first opportunity to see his own writing in print comes to the student in journalism class. This has a double value in that it gives him a purposeful goal for writing; in doing so, it makes him more concerned about the correctness of form in his work. Through his earlier school years, the student has had only a single critic, or, at most, a small group of critics, for his writing. Even when parents and friends of the theme writer were among his critics, in his own mind he still had only one person to satisfy—the teacher. And the teacher's criticism was often overlooked in favor of whatever grade the writing received. As a result, many students with bright prospects as writers were content to turn out something they felt would "satisfy" the teacher, rather than to produce material with originality and some interest for the reader. In journalism, where regular writing for the newspaper is required, the critics are many, and often at opposite poles in their criticism. This forces the student to study his work with greater care and to analyze its probable effect on many readers. It is this pressure to improve one's writing ability that is the "reason for being" of a course in journalism in the high school.

2. Our inability as members of a society to communicate our thoughts to others with exactness is often deplored publicly. The individual who can be taught to examine his attempts at communication on an impersonal basis is going to become a more successful communicator. Although the word "semantics" may not be in the journalism student's vocabulary, the better students become aware of the fact that it is possible to phrase a sentence in many ways. They discover that their job is to find the arrangement of words that will best communicate what they want to say to others. Thus they are not content with a first or second effort, writing and rewriting to an extent that they become able to "write in their minds," eventually eliminating the need for much rewriting. This is particularly true in editorial writing, a job almost always entrusted to the more gifted students. The editorial writer must be able to summarize the facts and then state his own opinion on any matter. However, the purpose of the editorial is to convince readers of the soundness of the writer's position and to get them to agree with him. Thus the high school writer learns to evaluate carefully the words he uses, selecting those which he feels will be most convincing to the largest number of readers.

Other values include training for accuracy, dependability, and cooperation, which all of education has as part of its job.

—Donald Templeton

## MATHEMATICS

The present program of the University High School Mathematics Department is typical of the larger four-year high schools in Illinois. This program is divided into two areas: general practical mathematics and the traditional academic mathematics sequence.

In the area of practical mathematics, a one-year course called General Mathematics is offered. The objective of this course is to discover, study, and apply many mathematical concepts as well as to review, practice, and apply the arithmetic fundamentals.

The traditional four-year academic mathematics sequence is as follows: Elementary Algebra the first year, Plane Geometry the second, a semester each of Advanced Algebra and Solid Geometry the third, and a semester each of Trigonometry and College Algebra the fourth.

Guidance is a vital part of the mathematics program. University High School requires no mathematics for graduation; yet some 85 per cent of the recent graduates have had at least one year.

A battery of standardized tests is administered to each new pupil. The counselors then use the results of these tests, the past school record, present interests, and future plans of each pupil to guide him in his selection of the general or academic mathematics program. Those pupils with no interest in academic mathematics and those who need to overcome weaknesses are advised to take General Mathematics. Those who have the preparation and aptitude take Elementary Algebra.

The program of the University High School Mathematics Department meets the needs of the individual, particularly the superior pupil, through the program itself, the student teachers, and the Mathematics Department of the University.

As the new abstract concepts and disciplines are progressively developed out of previously learned concepts and disciplines, only capable individuals remain in the program. Therefore, the academic mathematics program, in itself, is highly selective.

The student teachers, as assistants to the critic teacher, by numerically reducing the pupil-to-teacher ratio, are able to offer capable pupils more time than a single teacher could. The supervising teacher, as a member of the University Department of Mathematics, is in constant contact with higher mathematics, and is able to use the teaching aids and materials of the University Mathematics Department.

In planning for the future, the University High School Mathematics Department is continuously evaluating its present program. Experimentation and research in curriculum and guidance will help this department to develop: (1) a better program for pupils inadequately prepared in the basic fundamentals of arithmetic, (2) a stronger general mathematics program for the majority of pupils, and (3) a stronger academic mathematics program for the most capable and qualified pupils.

—Albert H. Eckert, Hal M. Gilmore, William D. Popejoy

## MUSIC

Music provides one of the few opportunities for all boys and girls to express themselves individually and collectively, whether or not they have a special talent for music, and still receive the satisfaction which comes to them only through this art. Boys and girls of high school age need to be able to express themselves in many ways. Music has the power to help them to do this, especially if those guiding them in this medium are cognizant of their problems and have the techniques for helping them get the most from their experiences.

The Music Department of University High School works toward the development of the entire personality, affording the great mass of students the satisfaction of participation in music and so providing experiences that will carry over into adult life. It is education through music—music that lifts the individual human being above the humdrum of daily life, music that awakens a craving for artistic expression that gives the young boy and girl a medium for expressing his joy of being alive. It is this kind of education through music that we advocate in school, in the home, and in community life.

Music has always played an important part in the lives of boys and girls in the University High School by providing an opportunity for them to be a part of a working group. Through the band, orchestra, and choral organizations, students have learned that music can be a vital force in their educational and social life. In these classes pupils are provided with well-selected materials and adaptable techniques for individual and group reading of music. They are given special attention in the development of musicianship, and of vocal and instrumental skills, and are taught the care of equipment and materials. Elective courses, such as music history, theory of music, and general music for individual improvement, are also a part of the school offerings.

In extracurricular affairs students perform an active part in the planning of music programs and special events of which music is a part. Some students have the opportunity to direct performing groups, to organize their own ensembles, and to work with groups in dramatic productions and school clubs. Thus through cooperation with other teachers their work in music is correlated with other subjects. Students also have the opportunity to have individual lessons and do solo work, and so participate in district and state contests and festivals, school operettas, dance bands, and other activities.

The interest and talent developed in high school have often been an incentive for further study. A number of students who have majored in music in high school have continued to major in music in college and have gone on to use their talents in teaching or in professional performance. To further this end, the Music Department of University High School plans to expand and improve its offerings, facilities, and educational techniques and methods.

—Robert Borg, Lowell J. Kuntz, Arden L. Vance

## PHYSICAL EDUCATION FOR BOYS

The entire concept of play and athletics as being of tremendous importance to the growth and development of a normal boy implies certain school responsibility. It is not enough for a school to provide suitable playground and gymnasium facilities with the opportunity for students to participate during their leisure time. The acceptance by the school of the principle that children and youth need to play points up a chain of responsibility. The athletic and sports urge grows out of the play need.

The old theory that children know how to play without instruction and direction because of their inherent interest is an absolutely false dictum. The play situation is a natural one in which the child is released from compulsion and restraint. In such a situation, the emotions may range from vicious examples of misbehavior to the highest manifestations of sportsmanship. The greatest learning opportunity in the life of a child is likely to present itself during play; consequently, the highest type of leadership and guidance should be provided.

School athletics should be made available in these ways:

1. Regular physical education classes. Instruction in basic athletic skills in the sports common to our culture should be provided for all boys. This instruction should include some competition between class groups. Physical education should be scheduled in all grades, one through twelve, with athletic sports entering the program in the junior high school.

2. Intramural sports. Many students have their interest aroused in the basic physical education program and desire more competition and opportunity for more participation in athletics. The school meets this need through intramural sports. The intramural program may be considered the laboratory where pupils who desire participation and competition above the regular physical education program may secure it. This program is usually seasonal and involves the sports which appeal to the boys. The program should be as broad as student interest indicates and school facilities will permit.

3. Interscholastic athletics. This program is highly selective and provides an opportunity for the students with superior physical skill to participate in competitive sports beyond the limits of the basic physical education and the intramural programs. The interscholastic program has great appeal, not only to the participants, but also to the total student body and the entire community. No one objects to its application to high school boys, though there is disagreement in regard to grades below the senior high school.

In the words of Plato, "A good education consists in giving to the body and to the soul all the beauty and all the perfection of which they are capable." This is the philosophy which best describes the program at University High School. The objectives of physical education are to develop the physical, mental, and social well-being of the student in order that he may become a worthy member of society.

—Burton O'Connor

## PHYSICAL EDUCATION FOR GIRLS

The Department for Physical Education for Girls is concerned with the total development of each individual physically, socially, emotionally, and intellectually. The educated girl will understand her own growth and development, will behave in a socially accepted manner, will have an appreciation for sports activities, and will have the knowledge and skill necessary for participation in leisure time activities. She will also have the neuromuscular development so that daily physical tasks can be done with ease and skill.

The objectives of physical education for girls are as follows: (1) to teach the fundamental motor skills through activities that the pupils enjoy; (2) to provide for individual differences by adapting the physical activities to the physical abilities of the pupils; (3) to develop muscular strength and endurance; (4) to develop good posture; (5) to encourage desirable health habits; (6) to develop emotional control; (7) to develop good sportsmanship; (8) to develop the ability to work well with others; (9) to develop an appreciation of recreational activities that have a carry-over value in later life.

The objectives listed above are met through participation in a varied program geared to meet the interests and needs of the students. For the individual, body mechanics aids in posture development, provides knowledge of relaxation, and promotes efficient bodily movement. Individual sports such as golf, tennis, badminton, table tennis, archery, and swimming provide activities for leisure time and for future use after graduation from high school.

Other games such as speedball, field hockey, volleyball, basketball, softball, and wisket, are team sports that provide growth in group experiences. Several forms of dance, including modern dancing, social dancing, and square and round dancing, give opportunities for social development and poise and skill in movement. Co-educational experiences in volleyball and in dancing provide activities which can be used in leisure time and give opportunities for social development.

The intramural and Girls Athletic Association activities are held after school two days each week during the entire school year. Every girl in school is invited and encouraged to participate in the recreational program. Winners of individual physical education class tournaments play after school for school championships. Tournaments are also held in favorite sports for competition between various school classes.

Believing that physical education offers many opportunities for democratic living, the teachers encourage students to participate in planning the program and the objectives for individual units. Personal satisfaction and recognition are gained by many girls who assume responsibility and leadership through the many activities and the organization of the class work and the after-school program.

—Ruth Bird, Betty Keough, Margie Miner

## PHYSICAL SCIENCE

The Physical Science Department realizes that the student body of University High School is made up of a heterogeneous group with widely varying abilities, backgrounds, interests, and needs, and that it is the responsibility of the department to provide instruction so that each student can profit most from his experiences in science.

Many students in the science classes will never take additional work in science, and for them a general knowledge of some scientific principles and ideas is very important. Other students will continue their work in science, and some will enter scientific professions or professions in which science plays a vital part. It is with the students who rate high in scientific interest and ability that we are concerned in this article. In helping the better student gain as much as his abilities and interests will allow, however, we cannot permit the instruction of average students to be neglected or considered less important.

In the general science classes, various methods provide for the gifted student within the normal-group curve: (1) extra-credit work related to the regular class assignments and tests on the progress of the extra work; (2) special reports, often requiring some experimental research on problems related to the class discussion; (3) presentation to the class of a special problem. Some topics recently used include the principles of the internal combustion engine, the operation of a telephone switchboard, tools and techniques of an amateur meteorologist, equipment and methods used in amateur radio, and darkroom chemistry.

In addition to those ideas presented above, the better students in more advanced science classes are encouraged to select and develop a scientific project or problem related to their interests and limited in scope only by their own interest, ability, and time. In connection with science projects students are urged to participate in the Junior Academy of Science and to enter their projects in the annual exhibit.

Students are also encouraged to take an active part in the Major Powell Science Club, sponsored by University High School. Those students active in the work of the club have the opportunity to help plan and present programs of a scientific nature.

In advanced courses, it has been possible to provide for difference in ability by allowing the better students to work ahead at their own rate and do as much as possible. In case the required work and experiments are completed before the end of the semester, more advanced assignments and experiments are provided. And though this method requires some additional preparation on the part of the teacher, the better students, with some assistance, do much of their own planning. The college seniors who are teaching in the University High School have also helped, thereby gaining valuable experience.

—Verne E. Kresse, Thomas J. Hamilton, DeVerne H. Dalluge

## SOCIAL SCIENCE

Each year the social studies program in University High School, through classes in vocational civics, world history, government, economics, sociology, and United States history, provides the laboratory for approximately sixty future teachers in Illinois and the nation. These student teachers work with pupils of a wide range of abilities and interests in classes heterogeneously grouped. The responsibility of the social studies program is to help each individual, according to capacity, to acquire the knowledge, skills, attitudes, and action patterns necessary for effective membership in our democratic society and in the complex world of international relations.

Social studies content and skills in reading are inter-related. In some classes tests are given to identify strengths and weaknesses in reading skills; needs are pointed out and individual help provided through supervised study. Supplementary materials, such as biography, fiction, periodicals, and pamphlets, range from those of high interest and low reading level to documentary sources which challenge students of high ability. Appropriate films, slides, recordings, charts, and bulletin boards are used to encourage and supplement reading.

Material and human resources of the community are utilized in social studies activities. Local and city newspapers are basic sources of information for such various activities as following the stock market and interpreting different viewpoints in current affairs. Intelligent listening to radio and television programs, public discussions, and speeches furnish practice in the use of these media for becoming informed on current issues. Personal contacts with resource persons are made chiefly by interviews outside the classroom and informal discussion within the classroom. Sharing information compiled from first-hand sources helps students realize the common purpose and interdependence of youth and adults.

Direct action is taken by students in preparing materials for their own classroom use, for future classes, and for interested groups and individuals in the community. Illustrative of such action are a filmstrip on agencies of the federal government in the community, a brochure on recreational activities for teenagers in the community, a set of charts and maps showing the dependence of local business firms on foreign trade, a brochure on city-manager government, a pamphlet on career opportunities in the United Nations, and a series of books, slides, and recordings depicting our heritage from local and state history.

Among examples of direct action in the Citizenship Club are producing a mock political convention, presenting non-partisan assemblies, using election procedure in school elections, and preparing and distributing pro and con materials on the blue ballot. Currently this group is planning an assembly for University High School to celebrate the Centennial of Illinois State Normal University.

—Frances M. Alexander, Ivan R. Calhoun, Alice M. Eikenberry, Warren R. Harden, Benjamin J. Keeley

## SPEECH

The speech program in University High School has always made a significant contribution to the total educational experiences of the graduates of this campus school. The rolls of graduates are highlighted by the names of those who were active in speech activities while in school and who have since become leaders in the fields of politics, law, education, writing, and the ministry.

The debating clubs were organized early in the history of the school. The girls' club was known as "Thalian" and the boys' "Rostrum." In the spring of the year they held an annual debate. To further this competition, Dr. Ferd McCormick, during the time his daughters were members of Thalian, donated a large loving cup to be awarded each year to the winning club.

The year 1945 marked the beginning of a new era in speech activities in the University High School. A new and broader curricular speech program was inaugurated to fulfill the needs of an enriched curriculum. The new course of study was to (1) be an every-pupil program, (2) be a continuing program, and (3) provide for individual differences.

The initial step was the establishing of a required course in the fundamentals of speech at the sophomore level. This course was intended to improve the basic speech of all students, and, further, to find those who were socially handicapped by such substandard speech habits as to necessitate a retraining program in the speech clinic.

The course in public speaking provides additional class experiences for juniors and seniors who are interested in continuing their study of public speaking, debate and discussion, and dramatics. It is a full-year program, in which debate and discussion are stressed one year and dramatics the next. Thus a student may now earn two and one-half credits in speech in the University High School. A one-semester course in psychology may be counted with the speech to constitute a three-unit high school major.

Further enrichment may be gained through participation in interscholastic speech contests and plays. Full-length plays are presented each year by the junior class, the senior class, and the dramatics club. In addition, a Christmas assembly is presented cooperatively with the music department. Often a one-act play is entered in the state series of contests.

One of the highlights in the dramatic club history was the installation of a National Thespian Troupe in 1950. Students who have not enough points for membership work in the Harlequins, where they assist with productions and earn the right to wear the Thespian pin.

The speech program in University High School has kept pace with the growth of the school. It provides a sound speech education for the high school students as well as experiences in teaching for University students who expect to teach speech in the public schools.

—G. Bradford Barber, Charles Boughton

# THE UNIVERSITY HIGH SCHOOL

ALICE M. EIKENBERRY*

"In the High School Department of the University the course is adapted to the students for college, for business, or for the Normal. Students may be admitted to this department from any part of the state by the payment of an annual fee of $20." So reads the statement in the *Catalogue of the State Normal University* for the academic year ending June 29, 1860, under the heading "Model School." This addition appears in 1862: "Boys and girls from abroad may be confidently entrusted to the care of the Principal . . . The physical exercises will include military drill."

Thus, University High School was born during Civil War days as an adjunct of the University, but with no financial support from the state of Illinois. The boys drilled with the famed "Normal Rifles,"[1] and fifteen of them eventually served with the Union Forces. One of them, William A. Pearce, was killed in 1863 at the Battle of Jackson, Mississippi. Two of the teachers of the Model School enlisted, and one of them, Principal Joseph G. Powell, lost his life in 1862 at the Battle of Pittsburg Landing.[2] The seven members of the first graduating class received their diplomas in June, 1865, a few weeks after the surrender of General Lee.

The birth of University High School came only a few years after Illinois had passed a free school act[3] and at a time when the idea of a public high school was still very new. The first free public high school (for boys) had been established in Boston in 1821, and the first co-educational high school in Chicago in 1856. Since there were few tax-supported high schools in the entire country at the time, students came to the high school on the campus of the Normal University not only from "all parts of the State of Illinois" but from other states as well. Out of an enrollment of 115 students in 1875, fifty-one of those from Illinois were from outside McLean County and five were from outside the state. In that year, even far-away Vermont was represented,[4] and in other years there were students from Canada.

It is likely that the first high school students recited in Major's

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* Associate Professor of the Teaching of Social Science

[1] The "Normal Rifles" was a company made up of young men attending Illinois State Normal University who drilled during the spring and summer of 1861. Many of the young men became a part of the Schoolmasters' Regiment under Colonel Hovey, President of the University.

[2] John H. Burnham, "The School and the War," *Semi-Centennial History of Illinois State Normal University* (Bloomington, 1907), pp. 20-31.

[3] An act to establish and maintain a system of free schools was passed by the Illinois General Assembly in 1855.

[4] *Catalog of the State Normal University* for the academic year ending July 1, 1875, pp. 20-22.

Hall[5] with students of the normal department. For several years after the erection of Old Main, students of the high school and grammar grades occupied the same room. In the fall of 1866, the high school sat for the first time alone, in the northwest corner of the main floor of Old Main. For one brief year, the combined enrollment of the grammar grades and the high school exceeded that of the normal department.[6]

The University catalog of 1867 and subsequent catalogues pointed with pride to the fact that in the high school "the classical course is very thorough and is much more extended than that of some colleges. Our young men enter Harvard and Yale without conditions." The young men entered Princeton and Dartmouth as well, and some did graduate work abroad. However, a number of the students did not appreciate the value of the classics as is shown in the following lament: "Why don't more of our young men take up the classical course? It will be of inestimable value to them if they ever enter college."[7]

Another news item testifies to the fact that spelling held a high priority. "The spelling exercise has been changed somewhat this term. Instead of devoting fifteen minutes each morning to this study, as was done formerly, a full recitation hour is given it and it is counted as one study. Professor Barton means that we shall learn to spell."[8]

For a long time, the curriculum and the activities of the high school and the University were closely related.

> It [the high school] has the advantages of the University equipment. Its pupils use the scientific apparatus, the museum, the library, the reading room; they attend the lecture courses, belong to the literary societies, and share the spacious grounds. The professors of the High School and of the Normal Department may be said to 'trade work.' The former teach the Latin, Greek, and German for both departments: in return the High School pupils enter the regular Normal classes in civics, history, literature, English, drawing, mathematics, science, et cetera . . . . To supply the ordinary public high school or academy with such instruction . . . . would require a pay-roll amounting to between fifteen and twenty thousand dollars a year. If there is a high school or an academy, or a preparatory department in the West which could support such an outlay, we do not know it.[9]

It is significant that occasionally a student graduated from both the high school and the normal department and received two diplomas

[5] Located on the third floor over a general store on the corner of Front and East Streets in Bloomington, it served as temporary quarters for the University.

[6] Gertrude Stephens, "The University High School," *Teacher Education* (June, 1945), pp. 4-5.

[7] *Vidette*, March, 1888, p. 13.

[8] *Ibid.*, April, 1888, p. 11.

[9] *Catalog of the State Normal University* for the academic year ending June 20, 1895, p. 49.

at the same commencement, and sometimes a graduate from the normal department returned and took courses in the high school.[10] The high school students were proud of the fact that they could not only belong to the University literary societies, Philadelphia and Wrightonia, but could also participate in the society contests. In 1913, William F. Coolidge, a senior in the high school, won first place in reading in the Edwards Medal Contest; and in the same year, two of the members of the University debate team were high school students.[11]

At the quarter centennial of Illinois State Normal University in 1872, W. L. Pillsbury, principal of the Model School from 1863-1870, stated, ". . . . I have no hesitation in saying that it would be difficult to find in the country a secondary school that has offered its pupils a broader or richer course of study. I think the result of this has been apparent in the pupils of the school."[12]

Before and after 1872, University High School has had a distinguished roster of students and graduates. The first graduating class included Charles L. Capen, later a Bloomington lawyer, dean of the Wesleyan law school, and resident board member for the University, for whom Capen Auditorium was named. Another "first graduate" was William McCambridge, editor of The *Daily Pantagraph* for twenty-six years, who served between 1908 and 1923 as confidential secretary to the United States Interstate Commerce Commission.[13]

James Harvey Robinson, the eminent historian, attended University High School in the early 1880's. As a student,

> he . . . began to fool around in the natural science museum, which was under the charge of a man of genius, Stephen A. Forbes . . . . Here Robinson learned in boyish earnestness to manage a microscope and prepare slides, and soon came to apprehend something of nature's wonders . . . . it was but a step from biogenesis to a proper appreciation of the genetic nature of civilization building.[14]

Many years later, the James Harvey Robinson Club was organized in the high school for the purpose of studying the political, social, and economic problems confronting our communities, our country, and other nations. Today Mr. Robinson's books on European history are still used in the world history course.

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[10] Helen E. Marshall, *Grandest of Enterprises, Illinois State Normal University, 1857-1957* (Normal, 1957), p. 193.

[11] *Index*, 1913, p. 91.

[12] John W. Cook and James V. McHugh, *A History of the Illinois State Normal University, 1857-1872* (Normal: Pantagraph Printing Press, 1882), p. 226.

[13] Material on early graduates is taken largely from the "Alumni Register," *Normal School Quarterly*, July, 1927.

[14] Harry Elmer Barnes, "James Harvey Robinson" in Howard W. Odum, ed. *American Masters of Social Science*, (New York: Henry Holt, 1927), pp. 323-325.

Jacob A. Bohrer, class of 1887, returned to the high school after graduating from Williams College to serve as assistant principal and teacher of Latin, Greek, and German between 1891 and 1895. Later he practiced law in Bloomington.

Prior to her graduation in 1891, Rachel Crothers prepared for her future as an author of sophisticated Broadway plays by joining the Bloomington Dramatics Club, serving as contest recitationist for the Philadelphian Society, and reciting "Death of the Flowers" in a high school observance of the birthday of William Cullen Bryant.[15] Agnes Cook Gale, daughter of John W. Cook, who served as president of the University between 1890 and 1899, was a classmate of Rachel Crothers, and it was she who did in bronze the portrait of Ange. V. Milner in the foyer of Milner Library.

Many distinguished educational leaders can be found among University High School alumni. Edmund James, (1873), who later studied at Northwestern University, Harvard, and Halle, Germany, served as principal of the high school between 1879 and 1883 and later became president of the University of Illinois. Charles McMurry (1876) and his brother Frank (1879) brought Herbartianism from Germany and, with other eminent educators, developed the American Herbartian Movement on the campus of Illinois State Normal University. This movement, with its emphasis on the importance of interest, fundamental meanings, and vital curriculum materials, is said to have "permeated the public schools of the United States through the agency of the state normal schools," and its leaders to have ". . . . most definitely influenced educational procedure in every classroom in America. . . ."[16] Elmer E. Brown, who received a diploma from both the high school and the University in 1881, served as United States Commissioner of Education from 1906 to 1911. Frank Hall Thorp (1883), who later attended the Massachusetts Institute of Technology and the University of Heidelberg, Germany, returned to the Massachusetts Institute as a professor of industrial chemistry. Walter Dill Scott (1892), who studied at Northwestern University and Leipzig, Germany, became president of Northwestern University.

Throughout the years, University High School has profited from strong educational leadership. The caliber of the principals[17] is indicated not only by their leadership in the Model School but also by the positions many of them held after leaving the University. During the troubled war years of its early history, six men served as principal of the Model School. Oliver Libby, Joseph Howell, and John H. Burnham followed one another in quick succession during the school year 1860-1861. Joseph Howell has already been mentioned as a casualty

[15] *Vidette*, November, 1889, p. 26; February, 1890, p. 24; October, 1890, p. 26.

[16] Charles A. Harper, *A Century of Public Teacher Education* (Washington, D.C.: National Education Association, 1939), p. 121.

[17] Material on the early principals is taken largely from the "Alumni Register," *op. cit.*, and Stephens, *op. cit.*

of the Civil War, and John H. Burnham, a graduate of the University in 1861, served under Colonel Hovey. Mr. Burnham later served as superintendent of the Bloomington schools, editor of *The Daily Pantagraph,* and director of the State Historical Society and in 1879 published *A History of Bloomington and Normal.*

Henry B. Norton, a graduate of the University, later served as superintendent of schools of Ogle County and as a teacher in the State Normal School, Emporia, Kansas. Charles F. Childs left the Model School in 1863 to become principal of the St. Louis High School. William L. Pillsbury, who served as principal between 1863 and 1870, later became Superintendent of Instruction for the State of Illinois and registrar for the University of Illinois.

Principals between the years 1870 and 1891 were Miss Marv Horton, who later became the first professor of Greek at Wellesley College; E. W. Coy, who served as principal of the Hughes High School in Cincinnati; L. L. Burrington, who became principal of Dean Academy, Franklin, Massachusetts; Edmund James, previously mentioned; J. D. H. Cornelius, who left the high school to become a professor of Latin and Greek at Adrian College, Adrian, Michigan; and Herbert Barton, who later served as a professor of Latin at the University of Illinois.

The last principal before the turn of the century was O. L. Manchester. He was principal of the Model School between 1891 and 1895, and served Illinois State Normal University for thirty-two years as professor of foreign languages, as professor of economics, and later as dean.

In 1895, it appeared that University High School might die before it was old enough to celebrate its semi-centennial. On June 1 of that year, Governor John P. Altgeld wrote a letter to President John Cook, ordering that the high school be closed and

> . . . making your institution for the future strictly a Normal University, that is, have only two classes of people in it. First, young men and women who will agree to teach, and second, only the necessary children to make model schools and permit no children in the institution who are not absolutely necessary for that purpose. It is not the business of the State to run neighborhood high schools. What the State does want at Normal is the very highest grade of a Normal University that can be established.[18]

By a vote of seven to six, the board reluctantly decided that ". . . from and after the commencement of the next school year, the said High School Department be discontinued."[19]

The blow came at a time when the future of the high school looked particularly bright. Just three years before, the attendance

[18] Governor John P. Altgeld to John W. Cook, Springfield, June 1, 1895. *Proceedings of the Board of Education* (Normal), June 19, 1895, p. 10.

[19] *Ibid.*, pp. 16-17.

had reached its highest enrollment with 215 students; and it was about to graduate its largest class of twenty-seven. Forty-five counties were represented in the enrollment, and fifty per cent of the student body came from outside Normal. *The Daily Pantagraph* of June 20 commented that it ". . . means the destruction of one of the best schools in which to prepare for college west of the Alleghenies." The *Vidette* voiced its lament: "The fact that the high school is one of the very best, if not the best, in the Mississippi Valley, that its fame is national, that it is more than self-supporting, that it contributed largely to the name and fame of the University, has had no effect on our obdurate executive."

Professor Felmley, who was later to be president of the University, tried to look at the governor's action objectively. He pointed out that high school students took needed room in crowded classes and buildings. The teaching of high school and normal students together was a disadvantage to both because of differences in age, maturity, and preparation.[20]

The reaction of the students was swift and dramatic. The *Pantagraph* of June 20 reported that "Last night at the quiet hour of midnight, the quiet town of Normal was thrown into a fever of excitement by a demonstration unparalleled in the history of the placid little college town." High school students garbed in black robes, with torch lights, muffled drums, and bugles, entered the campus. Near the south entrance of Old Main the students halted and formed a circle. They dug a grave, deposited a coffin that represented the high school, and gave a funeral oration. A straw effigy of the Governor was hanged from a nearby tree and set on fire. The University bell tolled throughout the spectral ceremony.

University High School turned out to be a lively corpse. President Cook had promised that those already enrolled would be allowed to finish their courses. In his report to the Board of Education on June 17, 1896, President Cook stated that no new applications would be received and that, in a short time, the last of the high school pupils would have left. Two years later, President Cook's attitude toward the continuation of the high school showed greater flexibility, as shown in the following excerpt from his report to the board:

> Justice to those who continue through our grades demands that they shall be permitted to finish their secondary education here. Since the abolition of the high school I have permitted such pupils to continue on through the work of the high school. The number is always small and only those who have come through the grades have been permitted to pursue the work.[21]

The *Alumni Register* shows that between the time of the supposed abolishment of the high school in 1895 and the announcement of its

[20] *The Daily Pantagraph*, June 20, 1895, p. 7.
[21] *Proceedings of the Board of Education* (Normal), June 22, 1898, p. 7.

official reopening in 1906. that thirty-nine high school diplomas were granted. Not a year passed that at least one person was not graduated from the high school.

In the meantime, the high school movement was gaining momentum in Illinois, making more necessary the training of teachers for the high school level.

> The Lindly Act, passed by the General Assembly in 1905, provided for one free scholarship per township upon competitive examination of eighth grade graduates. President Felmley believed this would bring more students to Normal University and that the high school department should be built up to meet their need. . . . Since many of the eighth grade graduates were under sixteen and entrance requirements to the normal schools were still sixteen, the development of a high school program was more important than ever.[22]

The University announcements for the academic year 1906-1907 stated that it had been decided to re-establish the high school that had been discontinued in 1895 and that tuition would be free to all holders of township scholarships. Other students would pay a fee of $12 each term. On December 19, 1906, President Felmley reported to the board that twenty-two holders of township scholarships, plus thirty-six others admitted on payment of tuition had been organized into the high school department. Again, the high school students sat in Room 12 of Old Main.

For several years, the re-organized high school was referred to as the Academic Department, and in a number of classes the "academics" continued to recite with the Normal students. However, the fact that, beginning in 1909, the high school, for the first time, had a principal of its own helped to give it a separate identity. In the fall of 1909, the *Vidette* announced: "Officially it is the Academy; by custom, high school." The *Index* of 1911 announced that, on February 4 of that year, the Academy had become University High School. In his report to the board on June 7, 1911, President Felmley listed the high school graduates under the heading "University High School. The new title had now become official.

The most important factor in the change in name was the difficulty in scheduling basketball games. Boys from the Academy sometimes played on the Varsity teams, and other schools were unwilling to schedule games with an "academy," which might have college players.[23] In the fall of 1911, the principal of University High School announced that no high school students would be allowed to play on the varsity basketball team. According to the *Index*, "This statement was met with both joy and displeasure, joy from the high school stu-

[22] Marshall, *op. cit.*, p. 238.

[23] Interview, Paul K. Benjamin, July 18, 1957.

dents and displeasure from the University students, as some of the best basketball material was in the high school."[24]

The new emphasis on practical education in the reorganized high school is illustrated by the following catalog description:

> While the value of liberal culture and the demands of citizenship will receive due recognition in the arrangement of courses, it is proposed to meet the growing demand that the high school course shall prove directly serviceable in preparing for high efficiency in useful occupations.[25]

In keeping with the above philosophy, the high school between 1906 and 1935 became a scientific school with its chief emphasis on modern science and manual arts. The science requirements became as rigid as the foreign language requirements had been from 1862 to 1895. Five programs were worked out during the period: Latin-German, commercial, manual training, home economics, and agriculture. The first program required three years of science for graduation; the other four programs required four years. A year's course in physics was required until 1932. In the years 1932 through 1935, a student had a choice of either physics or chemistry.[26]

Despite the new emphasis on science, for a number of years at least one of the three R's continued to receive attention. In the fall of 1910 the *Vidette* reported: "All students in the University High School, as well as in the Varsity, must pass spelling in order to get a diploma; this means they must pass an examination, making a grade of 96."

The year 1911-1912 was a time of change for the University High School. During the year, the enrollment increased from 120 to 147, and the number of high school faculty tripled.[27] There were nineteen graduates, the largest number since 1895. The high school section of the *Index* boasted that the high school was now a distinctive part of the University, entirely separate from the normal department so far as instruction was concerned. On the occasion of the resignation of Fred Telford, first high school principal, in 1913, President Felmley told the board: "Mr. Telford has achieved remarkable success in giving an individual character to the University High School and developing a fine loyalty among its students."

Many fine traditions of today originated in these early years. In the school-year 1909-1910, in an all-school election, the school colors were chosen. The girls wanted blue and white, and the boys, yearning to be different, campaigned vigorously for yellow and green. Soon bright yellow A's decorated the kelly green shirts of the academy

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[24] *Index,* 1912, p. 128.

[25] *Catalog of the Illinois State Normal University* for the Academic year ending July 6, 1906, p. 26.

[26] Stephens, *op. cit.,* p. 10.

[27] *Index,* 1912, p. 144.

basketball players. The yellow eventually became gold, and the green and gold began making athletic history in Illinois.[28]

Despite the fact that "oftentimes the factor which decided whether you played upon a team was whether you could afford to buy a suit,"[29] the newly christened University High School enjoyed phenomenal success in athletics. At this time there were still many students from outside the Twin Cities, and a number of them came from two-year high schools. State eligibility rules for high school athletes were non-existent, and a husky boy might enroll for the fall term, play football, and drop out until the next fall. However, Principal Telford did everything possible, during the time the athlete was in school, to make him a well-rounded individual in the most modern sense of the word. As a condition for permission to enter the county track meet in 1912, the members of the first track team in the history of the high school were also required to enter the county literary contest. Paul K. Benjamin, who was to return to University High School in 1920 as coach and teacher of agriculture, recited Oliver Wendell Holmes' "September Gale" at the county literary contest and also helped the green and gold tie with Bellflower for first place in the county track meet.[30]

In the fall of 1912, in the first inter-school football game ever played by a team representing University high school, the green and gold won the city championship and ended the season by defeating Atlanta 82-9. The remarkable success in athletics during the school year 1917-1918 caused a junior of that year to write:

> In football she won the downstate;
> In basketball took second;
> No one would meet her in debate,
> So she's first in that, I reckon.[31]

The girls played basketball, softball, hockey, and tennis. In 1918, the Girls' Athletic Association of the State of Illinois (GAA) originated in University High School, and since that time has provided a source of recreation and friendly competition in team sports.

Literary societies separate from those of the University, began to appear. Between 1910 and 1914, Alpha Sigma, Kappa Rho, and Theta Chi were organized and became vigorous rivals for the leadership of the social life of the school. All students were required to participate in "rhetoricals," with the exception of those who belonged to literary societies. Understandably, membership in the societies flourished. At

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[28] Interview, Paul K. Benjamin, Class of 1912, July 18, 1957.

[29] Thomas M. Barger, "The Training School and the High School," Paper presented to the Metcalf P.T.A. March 3, 1949, (Typewritten) Milner Library. Although Mr. Barger's reference was to a few years earlier, Mr. Benjamin assures the author the same holds true for the period discussed.

[30] Interview, Paul K. Benjamin, July 18, 1957.

[31] *Index*, 1918, p. 128.

this time, there was concern in high school administrative circles throughout the state over the existence of high school secret societies, especially those with Greek names which, in some instances, patterned themselves after college fraternities and sororities. Because of this concern, the three University High School societies, although they were not secret, changed their names during the school year 1920-1921 to the less controversial titles of Unadilla, Litsa Laurean, and Odeon, respectively.[32]

Annual plays, one of the many fine traditions that date back to the early days of University High School, started in 1910 with the presentation of "The Birds' Christmas Carol." Three years later, "Esmerelda" and "Spreading the News" were presented as the first senior class plays.

Class Night, first held in 1911, continues to be one of the highlights of the year for the entire student body and an occasion filled with solemnity for a graduating senior. The two seniors who rank highest in scholarship give the valedictory and salutatory speeches. In recent years, these speeches have been followed by an original program, written, directed, and produced by the seniors. The most moving part of the evening to many upperclassmen comes when the Greek Lamp of Knowledge is passed on to the junior president by the senior president, a custom which started with the second Class Night. A senior in the Class of 1933 expressed the feeling of many seniors when she said: "Something always happens inside one when he watches the Lamp of Knowledge being presented to the next senior class."[33]

The event ends with the moving-up of classes. The seniors leave the auditorium for the last time before graduation, the juniors move into the place occupied by the seniors, and the other two classes move up in the same manner. The program closes with the incoming freshmen marching into the auditorium and taking their places in the freshman section.

The Junior-Senior Banquet has been the outstanding social event of the high school since the first one was held in 1912. In 1916, following a six-course dinner, a toast to "The Senior Celebrities" was given by Adlai Stevenson, who was a junior at the time.[34]

Occasionally, the traditional affair has felt the impact of grave events. In the war year of 1918, no banquet was held. Instead, the juniors adopted two French war orphans and contributed money to the Red Cross. In the depression year of 1934-1935, no funds were available, and it was feared ". . . that the banquet will no longer be part of the customary school activities."[35] However, the juniors met

[32] Interviews, Alma Hamilton, February 6, 1957; Thomas M. Barger, April 20, 1957.

[33] *Clarion*, 1933, p. 24.

[34] *The Daily Pantagraph*, May 29, p. 11.

[35] *Clarionette*, November 7, 1934, p. 1.

the crisis by sponsoring a University High School Circus which included stunts by various organizations of the school. As a result, the Class of 1936 was able to report: "Remember the feeling of pride and elation we had when we found we had 'gone over the top' and made enough to give the traditional Junior-Senior Banquet?"[36]

The junior class of 1957 was the first to hold the banquet and prom in the beautiful ballroom of the new Student Union Building.

In 1913, University High School moved into the recently completed Metcalf Training School. In the same year, Ralph W. Pringle began his twenty-two years as the second principal of the high school. Two years after Mr. Pringle's appointment, President Felmley reported: "Cutting classes, defacing of school property, smart conduct, and acts of disorder to attract attention, so common among high school students, have almost disappeared."[37] Mr. Pringle's interest in the classics is illustrated by the fact that he inspired several graduating classes, beginning with the Class of 1915, to give to the high school the reproduction of the frieze of the Parthenon which is on the east wall of the high school library.

The imprint of this remarkable personality was also reflected in the development of an honor system for high school students. For several years after the reorganization of the high school, the majority of the classes were taught by student teachers, with faculty members sponsoring as many as three classes at one time, sometimes in different buildings. It was a point of honor with the high school students that classes would go on, whether a teacher was present or not.[38]

Under the new principal, a Harvard man, and with the support of an enthusiastic corps of teachers, extracurricular activities continued to expand. Rostrum, the oldest existing club in University High School, was organized in 1914 under the leadership of Mr. Pringle. The sole purpose of the club was debate work, and only boys could become members.

The girls, eager to prove they could out-argue the boys, and with the help of Thomas M. Barger, teacher of physical science, organized Thalian in 1922. Under the sponsorship of these two able educators, Thalian and Rostrum battled year after year for possession of the McCormick cup.

Debate, whether practiced in a literary society, a rhetorical class, a debating club, or as an all-school activity, has always been popular in University High School. The questions illustrate the serious interest of high school students in the problems of the day and the recurring issues of the past fifty years. During the early history of the reorganized high school, such topics as woman suffrage, the income tax amendment, and the popular election of senators were debated. In

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[36] *Clarion*, 1936.

[37] *Proceedings of the Board of Education*, (Normal), June 9, 1915, p. 12.

[38] Interview, Ruth Stroud, July 9, 1957.

1913, a debating team was organized, and a year later the first interscholastic debate was held on the subject "That optional initiative and referendum should be adopted by the several states."

In the school year 1923-1924, the public speaking department of the University assumed leadership in the organization of the Illinois State High School Debating League. The next year, University High School entered the league and won the state championship in debate on the question: "Resolved that Canada and the United States should set about immediately constructing the St. Lawrence Deep Waterway in accordance with the recommendations of the International Joint Commission."

Local as well as national questions were debated. In 1929, Rostrum and Thalian locked horns on the most provocative issue that divides the Twin Cities: "Resolved that Normal should cooperate with Bloomington in the impounding of a soft water supply." During the Great Depression, the sales tax, the Tennessee Valley Authority, and the Agricultural Adjustment Act were popular debate topics. The perennial farm issue appeared again in 1956-1957 when a highly successful debating squad reached the state finals with the question: "Resolved that the Federal Government should sustain prices of basic agricultural products at not less than ninety per cent of parity."

Musical activities started in the fall of 1914 with the organization of a glee club for boys. An orchestra was organized in 1927, the band gave its first concert in 1935, and in 1938 the spectators at the football game at Pontiac were thrilled by the first appearance of the University High School marching band. Today, musical activities are considered so important that band, orchestra, and chorus are scheduled within the school day.

At least twice in the history of University High School, students have shown their interest in political elections by holding mock political conventions. In March, 1925, the students conducted a Democratic National Convention during General Exercises and placed the names of William Jennings Bryan, Carter Glass, and A. Mitchell Palmer in nomination. The "delegates" selected A. Mitchell Palmer to be the party nominee. In May, 1952, a Republican National Convention was held in McCormick Gymnasium. Students from Hoopeston, Streator, Henry, and Lexington high schools, as well as University High School, served as delegates from various states. This time, the students were more successful in picking a winning candidate, for, after a hard-fought battle between the Taft and the Eisenhower forces, Dwight D. Eisenhower was nominated.

Homecoming, another important tradition of University High School, was first observed with the University. The earliest mention of a high school homecoming football game was on the occasion of the sixth University homecoming in 1926 when the *Vidette* announced that the high school had opened successfully one of the greatest homecomings ISNU had ever had by defeating Clinton 11-0.

The high school held its first separate homecoming in 1932. The festivities included a parade, a football game, and a homecoming dance. The tradition of electing a king and queen, who are crowned at the homecoming dance, started in 1944. Beginning in 1953, two-day homecomings have been held, a dramatic production in the form of a stunt show or a play and a reception being added attractions.

The *Clarion,* University High School yearbook, first appeared in 1929. Prior to that time, beginning in 1911, the high school had had a section in the back part of the *Index.*

A standard emblem to be used on rings, programs, stationery, and invitations was selected in the school year 1929-1930. The students chose "co-operation" as the word that best described the spirit of University High School, and Miss Marion Allen of the Department of Art suggested the cogwheel to symbolize co-operation. A contest was held for the best design, and the students chose a shield bisected diagonally with a flaming torch at the top with the letters U. H. S. on the bisecting line. Above the bisecting line is the cogwheel, and in the lower right hand corner, the Greek Lamp of Knowledge. The members of the Class of 1931 were the first to wear the ring as juniors.[39]

The School Hymn was one of the last important traditions to be established at University High School. The words were written by Clarice Parker, Class of 1947, and the song is sung at all important school occasions.

The year 1934-1935, which marked the three-hundredth anniversary of the Boston Latin Grammar School, was a year of change for University High School. One of the most democratic steps in the history of the high school was taken in the fall, when students and faculty members organized themselves into the University High School Association with the Student Council as the governing body. Miss Mary Webb and Dr. Howard Ivens were the first faculty sponsors. One of the purposes of the association was to develop a growing appreciation of membership in a democracy by providing educative responsibilities of, and privileges of participation in, such a democracy in the school.[40]

Grass roots representation in the Student Council is provided by election of members from a required course in each class level. Officers of the Council are nominated by petition and are elected in an all-school election following a spirited campaign, which is climaxed by an election assembly.

The first important action taken by the Student Council concerned the right of juniors to wear the school emblem. A few weeks later, the Student Council started the practice of awarding letters to cheerleaders. In 1948, it was instrumental in getting the trophy case for the high school. In recent years it has sponsored the Combined Chest Drive. Among its routine duties is the sponsoring of Home-

[39] *Vidette,* March 17, 1930, p. 7; *Clarion,* 1930.

[40] *Clarionette,* Vol. I, No. 5, November 22, 1934, pp. 1, 4.

coming, Freshman Day, noon activities, school parties, and the election of study hall monitors. Participation in the activities of an Inter-City Student Council and exchange visits with councils of other schools are recent innovations.

In the fall of 1934, University High School began publishing its own school paper, the *Clarionette,* in its newly organized class in journalism. Previously, high school news had appeared in the *Vidette.* In the school year 1946-1947, the journalism class sponsored a contest for a slogan for the paper. A senior, Karin Larson, submitted the winning slogan, "The Voice of Tomorrow's Citizens," which has appeared on each issue of the paper.

Several school clubs that are in existence today began in this period of the school's history. The Commercial Club, first departmental club in University High School, was organized in the fall of 1934 with Miss Mary Webb as sponsor. Today, students interested in business education join the local chapter of a national organization, the Future Business Leaders of America.

Other clubs, organized later, that are local chapters of state and national organizations and that relate to occupational interests are Future Homemakers of America, Future Nurses of America, and Future Teachers of America.

The Major Powell Science Club was organized in the spring of 1935 with Dr. Blanche McAvoy as sponsor. The club was named in honor of Major John Wesley Powell, famous scientist, who explored the Grand Canyon of the Colorado, and at one time was associated with Illinois State Normal University.

The Latin Club was organized in the fall of 1942 with Dr. Regina Connell as sponsor. For the past several years, the highlight of the year's activities has been a Latin Banquet with Roman food, costumes, and typical Roman entertainment.

Other present-day clubs, which provide for the stimulation of interest and the development of skills in subject matter areas, include the French and Spanish clubs, the Mathematics Club, and the Industrial Arts Club.

Clubs which provide an outlet for leisure time interests include the Chess Club, Photography Club, and Harlequins, an organization for students interested in dramatics.

The David Gipson Chapter of the Young Citizens of Central Illinois, popularly known as the Government Club or CEP Club, was organized in the school year 1949-1950 for the purpose of encouraging active and intelligent participation in civic affairs. Sponsored by the social science department, is was first called the Young Citizens' League. It received its present name during the school year 1953-1954, following the organization on the campus by three area schools of the Young Citizens' of Central Illinois. The last-named organization (YCCI), which now includes sixteen schools, serves as a medium for practice in democratic action. The publication of a leadership handbook is one of its recent activities.

Honorary organizations started in University High School in 1934. The first to be established was the Walter Dill Scott Chapter of the National Honor Society. Named for the distinguished graduate of 1892, the chapter has its membership determined by scholarship, character, service, and leadership. Only fifteen per cent of any one class may be elected, five per cent in the junior year and ten per cent in the senior year. The students of the respective classes and the faculty make the selection. One of the outstanding contributions of the society is the preparation and periodic revision of the *University High School Handbook,* a guide for new students and faculty members and a source of information for students.

The U Club, made up of boys who have received a letter in athletics, was organized in the school year 1936-1937. One of its contributions to the high school was the suggestion in 1946 that the name "Pioneers" be given to the nameless University High School athletic teams. The suggestion was accepted by the student body by a vote of four to one.

The University High School chapter of Quill and Scroll, international honor society for high school journalists, was established during the school year 1945-1946. To be eligible for membership, a student must be of at least junior standing, must be in the upper third of his class in scholarship, must have done superior work in some phase of journalism or creative endeavor, and must be recommended by the adviser of the school newspaper and the executive secretary of Quill and Scroll.

Thespians, national honorary dramatic society, provides recognition for outstanding work in dramatics. The local chapter, Troupe 1156, was organized in 1950. New members are selected by the existing membership on the basis of points earned in dramatic productions.

Awards Day, the last assembly of the year, illustrates how University High School, over the years, has increasingly provided opportunity for the development of widely varying talents and abilities. Although the first Awards Day was not held until 1925, the custom of giving awards originated in 1914 with the granting of letters for service on the football and basketball teams. Today, recognition of achievement in athletics has been broadened to include baseball, wrestling, golf, and track. Cheerleaders also receive letters.

Some of the awards have been made possible by alumni of the high school or have been established in memory of students, graduates, and teachers. The four oldest of such awards are the G.A.A. Sportsmanship Cup, the McCormick Cup, the Thalian Plaque, and the Eleanor Whitehouse Cup. The first was the gift of Joan Fleming, a graduate of 1920, and was first presented in the same year to the outstanding girl in G.A.A. The McCormick Cup, made possible by Dr. Ferd C. McCormick, a graduate of 1895, has been awarded since 1923 to the winner of the Rostrum-Thalian Debate. The Thalian Award, at first a medal and later a plaque, was given for the first time by

Velma Horn, now Mrs. Velma Horn Meyer, a charter member of the society, who was graduated in 1923. The award is presented to the member who best exemplifies the spirit of Thalian. The Eleanor Whitehouse Cup, first presented in 1931 to the student most skilled in shorthand and typing, was the gift of the Whitehouse family in memory of their daughter who died in 1931, a short time before she would have graduated.

The Monroe Dodge Award, a plaque and a gold lapel pin, is presented to the outstanding senior in industrial arts. The award was made possible by a local business man, a graduate of 1917, and was first presented in 1948.

The David Gipson Award, a check for fifty dollars, is presented to the senior boy who best exemplifies the characteristics of David Gipson, another student who died in his senior year. At the time of his death in 1950, the *Pantagraph* stated, "At eighteen he had become a community-minded citizen of stature and unquestioned ability. He had learned to grapple with the problems of mankind to an extent sometimes never reached by adults." The award, first presented in 1950, was made possible by the accumulation of interest on a fund started by classmates of David Gipson and contributed to by friends and admirers from the school and the community.

The Bernalillo Williams cup, which was first presented in 1951 to a junior for excellence in creative writing, was established in memory of a graduate of 1927 who returned to University High School as a teacher of English. The award was the gift of the Class of 1950.

Other awards that stimulate able and talented students in widely varying fields of endeavor have been made possible by business concerns, state and national educational organizations, and by the high school itself. Recognition of outstanding work in the field of science is made possible by the Bausch-Lomb Optical Company of Rochester, New York. The senior with the highest grade-point average in science courses receives a bronze plaque and a certificate of merit. The recipient of the award must have a minimum of four units in science and usually has six units.

The Thespian award, a certificate from the national office of the Thespian Society, was first presented in 1952. The award is given to the outstanding Thespian of the year, who is selected by members of the local chapter.

The Mathematics Award, a pin, was made possible by the high school Mathematics Club. The award is given to the local winner of a contest sponsored nationally by the Metropolitan New York Section of the Mathematical Association of America and by the Society of Actuaries. Beginning in the school year 1956-1957, the contest has been sponsored on a state-wide basis by the Illinois Section of the Mathematical Association. The purpose of the award is to challenge the able student and to interest more able students in the field of mathematics.

Other awards include recognition for proficiency in commercial

subjects and for students who rank high in the state series of contests in Latin, science, speech, debate, and music. Photo contest awards, C.A.A. numerals and letters, band letters, drum majorette awards, and awards to members of Quill and Scroll and to girls who have won recognition in the Future Nurses of America are other examples.

A characteristic of Awards Day in recent years has been the recognition given by local chapters of national organizations for outstanding citizenship. Examples are the Sons of the American Revolution and Daughters of the American Revolution awards, the award presented to an outstanding senior boy and senior girl by the Carl S. Martin Post of the American Legion, and the announcement of a junior boy and junior girls who have been selected to go to Boys' State and Girls' State, respectively.

On three occasions University High School has received recognition from the Freedom Foundation of Valley Forge for helping to bring about a better understanding of the American way of life. The awards, between 1951-53, have included a certificate of merit, two trophies, a library of books, films and recordings, and a trip to Valley Forge and Washington, D.C., to Sharon Vetter, Class of 1953, an outstanding student leader.

University High School has continued to win recognition in athletics. In 1936, the high school became a charter member of the Corn Belt Conference. Between 1937 and 1940, University High School won ten consecutive Corn Belt championships in track, football, and basketball. Between 1946 and 1950, University High School won five consecutive Corn Belt Championships in football. In 1946, Robert Landes was selected all-state quarterback; and in 1950, Bill Beebe was named all-state halfback.[41]

University High School has done its bit in war. The story of the influence of the Civil War has already been related. Twenty-nine men graduates served with the armed forces in the First World War, and three women graduates served with the Red Cross.[42] The first University High School boy to lose his life in World War I was Louis E. Davis, great grandson of Jesse Fell, who had left the high school during his senior year to accompany his family abroad. The Louis E. Davis Post of the American Legion is named in his honor.

Twenty University High School graduates lost their lives in World War II. High school students enrolled in a class in blood technology and worked with the Junior Red Cross. The Student Council sold defense stamps and helped raise money for refugee children. A number of upperclassmen took part-time jobs to help alleviate the man power shortage.

Mr. Pringle retired in 1935. His twenty-two years of service

[41] Ralph E. Manuel, "The Corn Belt Conference, (1936-1956)," Unpublished Master's thesis, Illinois State Normal University, 1957; Interview, Burton L. O'Connor, July 22, 1957.

[42] Stephens, *op. cit.*, p. 18.

spanned the period between the reorganization of the high school and the emergence of the modern high school of today. Many former students think of this period in terms of four personalities: Mr. Pringle; Mr. Barger, also previously mentioned; Miss Alma Hamilton, dean of girls and teacher of English; and Miss Gertrude Stephens, teacher of social science. Miss Hamilton and Miss Stephens devoted their time entirely to the high school, and each of the four was recognized throughout the State of Illinois as a leader in his particular field of teaching. Mr. Pringle had a nation-wide reputation for his book on adolescent psychology.

S. A. Hamrin, who had received his training at Northwestern University, served as principal during the year 1935-1936.[43] Dr. Hamrin was particularly interested in guidance and has done much writing in the field of guidance and counseling. He returned to Northwestern in 1936 and is now a professor of education. Dr. Hamrin is remembered for his energy, his cheerfulness, and his ease in becoming acquainted. The school and the community were impressed by his interest in pupil guidance. He started the reorganization of the high school into the modern high school of today.

Sherman G. Waggoner, who had received his training at the State University of Iowa, served as principal from 1936 to 1945. He continued the reorganization of the high school started by Dr. Hamrin. Pupils remember Dr. Waggoner for his friendliness and his sense of humor. Teachers remember him for his high professional standards and for his vigilance in championing the cause of University High School. Dr. Waggoner is now Director of Professional Education, Teachers College of Connecticut.

Victor M. Houston, from Columbia University, served as principal from 1945 to 1949. He, too, was intensely interested in guidance. Dr. Houston impressed the students with his friendly interest and his willingness to listen to their problems; he impressed his colleagues with his efficiency as an administrator. His present position is Dean of Educational Services and Summer Sessions at Chico (California) State College.

The present principal of University High School is Harry D. Lovelass, who received his training at the University of Illinois. Under his leadership, guidance services have been expanded, and the administration of the high school has been made more democratic by the addition of a faculty advisory committee. Dr. Lovelass impressed the student body with his faith in the individual student. In a talk recently given before a student assembly, he stated that he felt that the true spirit of University High School is best expressed by the way in which the students carry out their responsibilities to the school.

Miss Ruth Huggins, who received her training at Wellesley and Harvard, is assistant principal of University High School. Miss Hug-

[43] Material on recent principals is from Stephens, *op. cit.*, and from interviews with students and members of the faculty.

gins has the responsibility for many of the counseling duties at the high school.

It is beyond the scope of this paper to mention all the people of stature who have attended University High School. Many have continued to live in McLean County and to play a part in agriculture, business, industry, and the professions. A number of them are on the staff of Illinois State Normal University. Two members of the Class of 1913 became presidents of colleges: Guy Buzzard of Eastern Illinois Teachers College, now Eastern Illinois University; and Chester Lay of Southern Illinois State Normal University, now Southern Illinois University. Lloyd Ramseyer, 1918, is president of Bluffton (Ohio) College. Adlai Stevenson, who attended University High School between 1913 and 1916, served as a delegate to the General Assembly of the United Nations, as governor of Illinois, and as a candidate for the presidency of the United States on the Democratic ticket in 1952 and 1956. David Davis, 1924, is a state senator in the General Assembly of Illinois. Clarence R. Ropp, also of the class of 1924, is resident board member for the Teachers College Board of Illinois.

University High School exists in order that ". . . prospective teachers may have actual teaching experience . . . . Students teach under the supervision of competent teachers. The work provides rich experience where theory and practice become unified." So reads the *Ninety-Ninth Undergraduate Catalog of Illinois State Normal University* for 1957-1958.

Even Governor Altgeld, were he alive, might approve of the University High School of today. The high school makes an indispensable contribution to what the governor described in 1895 as the objective of the State as quoted in the early part of this paper: ". . . the very highest grade of a Normal University. . . ." Today sixty-eight per cent of all students who attend Illinois State Normal University major in secondary work. As a result, University High School carries the heaviest load in student teaching of any of the laboratory schools. In addition, the high school provides for observation and participation prior to student teaching.

Today, University High School has approximately four hundred students and a teaching staff of fifty-eight, nineteen of whom devote their full time to the high school. Tuition has not been charged since the school year 1934-1935.

The curricular offerings of University High School in 1957 include a wide variety of courses. Each student must complete sixteen required units (a unit is defined as a subject studied five days a week for thirty-six weeks), plus physical education. The required courses include one unit each in English I, II, and III; general science; United States history; and one-half unit in both speech and vocational civics. Three units in music (band, orchestra, and chorus) may be counted toward graduation.

Distinctive features of University High School, as it approaches its one-hundredth birthday, include health, guidance and library serv-

ices, and a reading program. Since the fall of 1927, the high school has had the services of a registered nurse, Miss Grace Shea, who is also a member of the faculty. Her duties have included the teaching of classes in home nursing, checking physical examination records that have been made out by family physicians, giving vision and audiometer tests, and counseling students about their personal health problems.

Guidance services begin with the orientation of incoming freshmen. The program on Visitation Day in the spring includes the presentation of information about extracurricular activities, a complimentary luncheon, a guided tour of buildings used by University High School students, and attendance at the Awards Day Assembly. In May, all prospective freshmen are given intelligence and reading tests and an algebra aptitude test. On the junior level, the Illinois State-Wide Testing Program, which includes aptitude and achievement tests, is given. The assistant principal is responsible for educational counseling, and the school psychologist counsels on personal problems. The high school can refer individuals to the University Guidance Clinic.

The University High School has approximately 9,000 books and the services of a full-time librarian. The circulation of books is 19,000 a year, or an average of over 1,600 books a month. The reference and periodical collection is unusual for both its size and quality, and there is also a collection of recordings. One of the newer features of the library is the "indefinite loan" plan whereby a borrower may keep a book for an indefinite period, provided no other persons request the book. All materials circulate, and although the library is used primarily by students and members of the staff of the high school, it is available to anyone on the campus.

University High School has both a remedial and developmental reading program. The Science Research Associates Reading Laboratory and such devices as the Reading Accelerator and the Controlled Reader help the student, as whatever level he may be, to improve his reading comprehension and speed. Although much of the program for the improvement of reading is carried on by the classroom teacher working with the librarian, a class in remedial reading and reading specialists provide expert help.

In the fall of 1957, for the first time in its long history, University High School will have a building of its own. The Metcalf Building will be turned over for the exclusive use of the high school, and the renovated building will house most of the high school classes.

As University High School looks to the future, it must continue to build on the solid foundation of its past history. Knowledge and cooperation, as exemplified in the school emblem, and responsibility, as so frequently demonstrated by students, must continue as guides. Members of the faculty must continue to provide an education that will challenge each student to work to the limit of his ability and to create a rich experience in the blending of theory and practice for the prospective teacher.

# INSIDE ILLINOIS STATE NORMAL UNIVERSITY, 1882-1891—THE GRAMMAR SCHOOL

GRACE CHENEY WIGHT*

Why so many Bloomington parents should have moved, as if by concerted action, to enroll their sons and daughters in the Model department of Illinois State Normal University in the Fall of 1882, is something of a mystery. It may have been due to a general dissatisfaction with the management of the Bloomington schools at that time.

At that time there was but one line of street cars in Bloomington —that which connected it with Normal. The cars were short "bobby" cars, seating perhaps fifteen on a side but accommodating as many more in the morning rush when the aisle was crowded with students hanging on straps. The cars were propelled by a pair of stout little mules, driven chiefly by two brothers, John and Dave Law, who relieved each other. In extremely cold weather the bottom of the cars was covered with clean straw for warmth, but by the time a thaw had set in and mud had been dragged in on people's feet, it looked as if it had been tramped by cattle instead of human beings before it was removed.

Almost every morning as we neared the Chicago and Alton tracks, there would be a train coming from Normal. Sometimes the driver of our car would stop and let it pass; at other times, gauging the distance and thinking he could make it, he would lash the mules with his rawhide whip and beat the train to the crossing. We would often exclaim, "What a narrow escape!" until that remark became a slang phrase among us.

One morning as we neared the crossing, a train was bearing down upon us. It seemed very near and the driver gave no indication that he was going to stop. A restless movement ran through the car, and in a panic I jumped up and rang the bell. The train rolled by, and the car came to a stop. No one got off. Then the door separating the platform from the body of the car was opened, and a stern voice asked, "Who rang that bell?" I had to admit that I did. Then John Law proceeded to give me a round scolding that I took to heart, for I never committed the offense again.

Having passed the tracks, the streetcar line ran through a corner of the University campus and came out on North Street. At the corner of North and School Street, which it bisected at this point, we left the car and walked up the long walk which led to the east entrance of the University building. The crossing we had to pass in getting off the cars was often, after rains or winter thaws, thick with mud.

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* Former student and Bloomington resident. The editors regret that space permits only a few excerpts from an article by Mrs. Wight, the full text of which is available in Milner Library.

As we approached the building, the beautiful and extensive grounds of the campus were to our left. They were to be explored later. About midway and a little to the right was a pond in which we were to fish for tadpoles. Here, when studying botany, we would be brought to become familiar with the many different varieties of pine trees with which the grounds were adorned. It was said that Mr. Jesse Fell had personally supervised the planting on the campus of every known specimen of shade tree indigenous to this climate.

The University was located on one of the highest points in the State—certainly it was one of the windiest. Even if we had not been disposed to follow the walk leading west to the point where it made a right angle with the walk leading to the entrance, we would frequently have been blown off our course. We followed the line of least resistance and cut the corner.

On the second floor was the large assembly room for the Normal students. There were large double doors opening into the room from the west and from the east. Against the west wall, on either side of the doors, were long platforms on which were placed desks for the professors. Here they sat enthroned like the gods of Olympus during the general exercise period.

On the third floor was another large room where the graduating exercises were held. On this floor also were the rooms of the literary societies, the Wrightonian and the Philadelphian, and an extensive museum. Aver all was a huge attic through which access was gained to the clock tower and the belfry.

All of these remote precincts were surreptitiously explored at some time during our years at Normal, most conveniently at the noon hour when occasionally because of stormy weather we might take our lunch. The attic was the most awesome of all; ghostly, moth-eaten stuffed owls and other specimens of ornithology were sitting solemnly around amid out-moded class equipment of various kinds, large mounted globes, worn-out maps, dusty books cast about in confusion —the whole presenting a depressing picture of mould and decay.

When we entered the Model department of the Illinois State Normal University in 1882, seventy-five years ago, Prof. Charles DeGarmo was the principal of the Grammar Room. The Model School had begun its existence with that of the University itself while it was still lodged in Major Hall before the completion of the new building in 1857. Miss Mary Brooks had been the first principal of the school. At the end of three years she resigned and J. G. Howell was elected to her position. When he was mustered into the army in less than a year, his place was filled by several teachers serving until January, 1862, when Charles F. Childs of St. Louis became principal of the Model School and also of the High School, which was now established. Mr. Childs left the school at the end of this year, and the following year, 1863-64, Mr. William L. Pillsbury, a recent graduate of Harvard. was elected principal of the Model School.

Professor DeGarmo had been principal of the Grammar Room for six years when we entered. He was to be our principal for but one year,

for at the end of the school year in 1883, he left for Germany to study in the University of Jena. When he returned he taught in Normal proper and we saw nothing of him. I remember him as a tall, athletic young man, showing vigor in all his movements.

At the general exercise period, Professor DeGarmo taught us to memorize Shakespeare, a practice for which I am grateful to him. Perhaps he was aware that passages memorized by young children are never forgotten and that children should be crammed with great poetry at an early age. Later in life it still may be easy to memorize, but it is also easy to forget.

Another teacher, Professor Barton, also believed in memorization. One day he announced that at the general exercise period the next morning he would call upon each student to give a quotation of his own selection. Abe Williams and Clifford Coolidge, who were in one of his Latin classes and had no love of the subject, conspired together to express their opinion of the classics in general. Abe chose the well-known passage of Ben Jonson's in which he speaks of Shakespeare's classical attainments. When called upon, he rose and delivered himself of "'Small Latin and less Greek.'—Ben Jonson." Clifford Coolidge followed next and exclaimed fervently, "'O rare Ben Jonson!'—Sir John Young."

Our teachers were pupil teachers from the University proper. They would come to the door of our room; Professor Reeder, who succeeded Professor DeGarmo, would call the class; its members would rise, pass out in line, and be led by the teacher to a room assigned for recitation. I have seen standing at our door such distinguished teachers as Dr. Francis Blair, later State Superintendent of Public Instruction, and Dr. Robert Hieronymus, later President of Eureka College, although I never happened to be in one of their classes.

When Thomas Metcalf first came to Normal, he held the post of professor of mathematics. In 1874, he was made overall training teacher of the University. Professor Metcalf, Dr. Richard Edwards, Dr. E. C. Hewett, and Prof. Albert Stetson, were all graduates of the Massachusetts State Normal School in Bridgewater. "There," says Dr. David Felmley, in the Semi-Centennial History of Illinois State Normal University in 1907, "they had been under the instruction of a West Point graduate, Nicholas Tillinghast, who by his thoroughness, his accurate temper, his devotion, his fidelity to the truth and his unsparing contempt for sham, for laziness and frivolity, stamped these sterling qualities upon his students."

From 1876 to 1800 the University was in the control of the "Bridgewater" group. "During these years," says Dr. Felmley, "the institution underwent little change. Into all its students it breathed its peculiar life and that life was the spirit of Tillinghast. The school won a great reputation for thoroughness in the common branches. Every student was expected to own a copy of Lippincott's *Gazetteer*. He learned to read with the fervor of Dr. Edwards, to pronounce with the precision of Mr. Metcalf, and to spell the sesquipedalian (I had to

look up that word) terms of the dictionary under the leadership of Dr. Hewett."

The Model School was a progressive school for that time, far above the average city school in its methods, notably so in one respect, in that there were no set grades in which a pupil remained for a certain length of time and then was automatically promoted to a higher grade. Each pupil was allowed to advance in any subject as rapidly as he was able.

If I had been as proficient in other subjects as in reading, I would have been an honor student, as I was not. I had learned to read before I entered school and had read through a reader belonging to my sister, who was two years older than I. At Normal I was advanced rapidly in reading until I was put in my sister's class with much older students. Then I was sent upstairs to Miss Flora Penell's class in Normal proper.

In Mrs. Haynie's class I once used the expression "that far." "That far!" exclaimed Mrs. Haynie sarcastically. "Pray, Miss Cheney (I was about twelve years old), how far is 'that far'?" Thus she taught me a fine point in grammar that I have never forgotten, a usage which the British are much more punctilious in observing than Americans. And when I hear some broadcaster say "that high" instead of "so high," I feel very superior and should like to ask " 'That high,' my dear sir; Pray how high is 'that high'?"

Spelling was a major study at Normal. It was taught both in the Grammar Room and in the High School. A student would come down from the Normal Department above to conduct the class. It was a written exercise. We used Dr. Edwards' remarkable spelling book, and the study was not only a course in spelling but also in pronunciation, upon which great stress was laid, and upon vocabulary as well. The last service our mother performed for us in the morning, before we left for school, was to hear us spell our daily lesson. Studying the spelling lesson was the chief occupation on the street car in the morning. During the half-hour ride to Normal a common request was, "Hear me spell the lesson."

Of Dr. Hewett, so long as we were in the Grammar Room, we saw almost nothing. He was very unpopular with the boys because he wore felt slippers at school. They seemed never to have entertained the idea that he might have tender feet, but were sure that he donned them in order that he might slip up on them when they were loitering in the halls.

A short time before our graduation in June, 1891, the new electric cars were put in operation between Bloomington and Normal. On one of my first rides, I did not ring the bell in time for the motorman to stop at the desired corner. He obligingly backed up to let me off, but, somewhat irritated, he opened the door and called back to me, "This here ain't no mule car."